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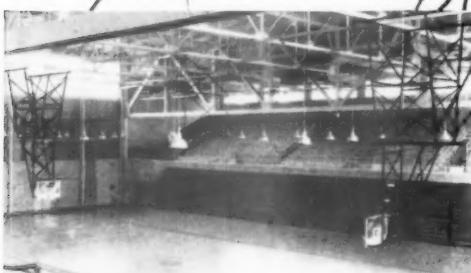
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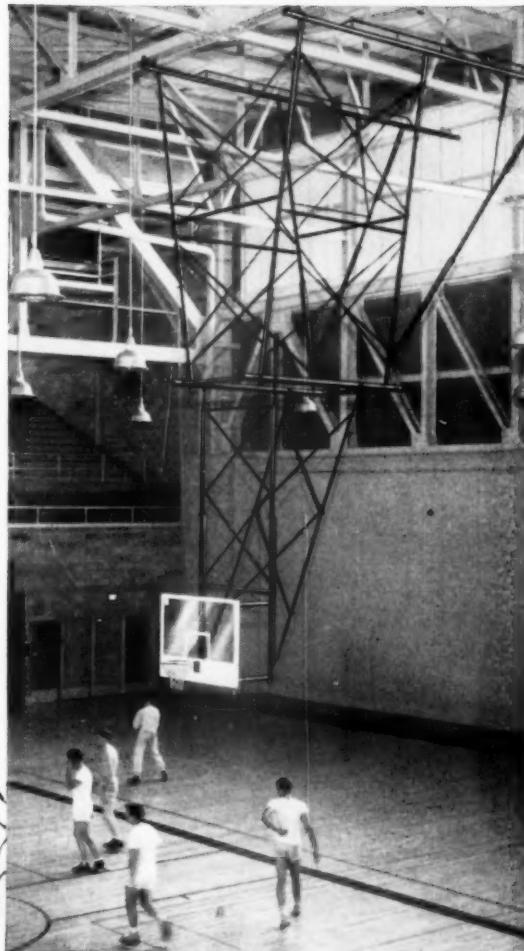


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JANUARY, 1953



THE MAGAZINE OF THE RECREATION MOVEMENT

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**On the Cover**

What is more thrilling than to use those new Christmas skis? January, the month of snow, brings out an exciting assortment of sleds, snowshoes, skis and skates—tried to the accompaniment of rosy cheeks and ringing laughter. Photo courtesy of Eva Luoma, Weirton, West Virginia.

**Next Month**

Two articles will be continued in our February issue—"A Global Look at Recreation," Part III, by Thomas E. Rivers, will tell the details of Mr. Rivers' recreation mission in Japan, and "Community Center Housekeeping" will carry a further check-list of housekeeping details and responsibilities. "How to Tell a Good Golden Age Club," by James H. Woods, will present the yardsticks of measurement worked out with the excellent clubs in Cleveland, Ohio; and "Recreation for Everyone," by Kraus Ehart will present an interesting example of how to arouse citizen support of a community recreation program; while Frank Staple's craft page, "How To Do It," will again appear as a regular feature.

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# Recreation \*

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### Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agen-

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*For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.*

# The SPIRITUAL Aspects of Play

*Taken from Bishop Bayne's address at the 34th National Recreation Congress, these words bear thinking upon as we stand on the threshold of a New Year.*

THERE have been plenty of times in the history of our country and of the world when it would have seemed very odd to have a clergyman talking about play. As a matter of fact, one of my first ancestors in this country was thrown into the "clink" in Massachusetts, because he insisted on playing—first by having a Christmas tree, which cost him three days in the clink, and then by insisting on preserving the old custom of Maypole dancing on the green, for which he got a week in the clink. That mood often has been characteristic of official religion, which has tended to look upon play as something not quite respectable.

In other words, the church has not always been regarded as willing to think about play. The tendency has been to get people to feel that play must somehow be made socially useful, or otherwise respectable, or else it must remain outside the sphere of interests of the respectable and prudent man. We like to moralize things too much, and that has left us a heritage in American life of a little bit of a bad conscience.

We are never quite sure that we ought to enjoy ourselves. People who play, too often are given to finding excuses for it. You never see a man on a golf course without his telling you that he worked awfully hard and is very tired. That is part of the legacy which is not a good legacy. I don't see any reason why a person should apologize for playing. I think he should play as much as he can possibly find time to play.

There is a Christian doctrine of play; and it is tied up with the Christian doctrine of work. They are the opposite sides of the same coin. When you look back on the developing years of the Christian community, nearly twenty centuries ago, and then trace the development of Christian thought through those periods until its flowering among the great theologians, you find a pretty steady, central line of thought.

I will try to put it into very simple terms. First, man is whole and single. Second, his spiritual wholeness is the ultimate end of all that he does and all that he is. Third, his work and his play alike derive their meaning from the fundamental quest to be a mature and full and single person. Therefore his work and his play belong together and cannot be separated. Play is not an anesthetic for work; it is a partner of work. One of the favorite illustrations which in ancient days was used by Christian teachers about the nature of play was this story about St. John:

St. John, the evangelist, who when someone asked him

about whether or not it was right to play, put a bow in the man's hands and said, "Flex the bow." He did. "Flex it again as far as you can." He did. St. John said, "Flex it again." The man did. This went on. St. John kept saying, "Keep on, keep on flexing the bow." Finally the man said, "This is ridiculous; the bow will break!" St. John said, "That is exactly what I mean about play—with its relaxation, man will break."

Except where life is balanced and whole, the bow will break. Work, in deepest Christian thought, is not an end in itself. And that was the sin of the nineteenth century, as it has been the sin of many other times, that seemed to say to boys and girls growing up in the world, "Your job is to work as hard as you can, as long as you can, because work will somehow win God's favor." That is not Christian doctrine. We work because we need to meet our needs; we work so that we may have something to give to others; we work so that we may learn how to praise God with our work. Work simply serves the needs of this whole and single person who is the person that God created and is the person that God loves and redeems. Play, likewise, is part of the story of life. It is not an end in itself but exists to serve the wholeness and the singleness of life. When you learn those things, then you look at the world in which we live, people with whom we live, and you begin to ask yourself some extraordinary and searching questions, both about the function of work and of play in our society.

I am going to say three very simple things to you. First, the majority of our comrades in this world suffer more from boredom in their work than any have ever suffered before. That is mainly, I think, because of the immense change in our habits of work. We have been set free to an extraordinary degree from drudgery. When we look back to the limits, confines, and harshness and cruelty of life for our forebears, we do well to give thanks for the marvelous way in which techniques have set us free of those harsh simplicities. The price we have paid for it often is that the jobs most of us are called upon to do most of the time are trivial jobs and boring jobs. It is harder and harder for many men, not all men. Not always for men in jobs like yours and mine, which are personal jobs and bring a great deal of satisfaction with them. But if a man's work is boring to him, then his play will be interpreted simply as time of excitement or a kind of diversion to bury boredom or to extinguish it with another boredom. True play, like true work, should never tire because it should never seem trivial. If the job is right and the man is right—the work is right, and the play is right. But when we deal with bored people, their play is as bored as is their

---

THE RIGHT REVEREND STEPHEN BAYNE, JR., has been Bishop of the Episcopal Diocese of Olympia for the past five years.

work. That is where you and I both take hold of life.

Second, the work that our people do tends to de-personalize. It tends to make man seem less than human in many aspects of his life, in his own eyes. When you use machines more and more, it is almost inescapable that before too long, the question is going to arise in your minds as to just who is the more important in the scale of values, the measure of ultimate value and worth, you or the machine?

So, too, in the last place, I say our work and our play alike suffer because we have lost the kind of wholeness from life. However, and I think it may be the most important part of a man's work—also the most important part of his *play*, also the most important part of his whole life—is the knowledge that it has value with God. That it can be offered to God.

Think back of the people you know who have been good workers in their generation. What made them good was the deep and often unspoken assurance that what they did and the life they lived meant something in God's eyes, and had an importance that came because it could be offered to him. How many people do we know that have that feeling about their jobs or their play or their very selves? Because we have lost the assurance of being able to pattern all our life, our work, our play, and ourselves together in one bundle and offer the whole thing to God, our lives have tended to fall apart and our jobs fall off here somewhere, where they are only an ugly necessity which exists mainly for its own sake. We have seen this happening to people.

Those are the people to whom you and I minister; I in one

way, you in another way. People whose jobs, lives, and destinies, whose play, is trivial, boring, unimportant, unrelated to God; people, whose selves, whose personalities, bear the marks of that uncertain fragmentary people. There are too many of them in this world. And as I close I would ask you only to think this of what you do.

Remember that triviality of the boredom; and in what you do, plan to minister some deeper meaning than man's work often gives it. If his life is torn apart by a job that is meaningless, it may be that his play will restore a lost depth and quality to his life. If his work seems to be trivial and unimportant, it may be within his play that he will discover something which to him will be important enough to hold his whole attention and his whole will. The less that he puts himself into his job, it may be, that the more he will put himself into his play and so become a person through his hobbies and through his play. Those are the opportunities that lie in your hands to do; to minister wholeness to people who are fractions of a whole.

I can imagine that your job is much like my own, a job in which it is easy to lose perspective, a job in which it is very easy to forget or to not see the fundamental importance of what we do. I would hope that, in those dark and uncertain moments, you might find a minute to stop and think what it is that you are doing. You are really not ministering recreation; you are not holding down an important municipal or state or association job; you are helping people to be whole and single people who may find through their play a significance under God.

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## Things You Should Know . .

► IN A HISTORY MAKING DECISION, according to *Planning and Civic Comment*, the Wisconsin Supreme Court recently declared that: "The right of the citizens of the state to enjoy our navigable streams for recreational purposes, including the enjoyment of scenic beauty, is a legal right that is entitled to all the protection which is given financial rights." This decision was handed down by the court in declaring unconstitutional the state's so called "county board" law, enacted in 1947, which gave county officials final authority to pass upon local dam construction. This decision involved a proposal to erect a dam on the Namekagon River, famous for its fishing. The court held that the dam, if erected, could interfere with public rights of hunting, fishing, and scenic beauty, that these are state-wide rights and that local authorities could not have final say as to their disposition.

► A NEW MEMBERSHIP DIRECTORY is being compiled by the National Recreation Association. Active Associate Members and Affiliate Members will be receiving their directories as soon as copies are off the press.

► NEW AND LARGER QUARTERS now house the Northwest District office of the National Recreation Association. Address: 2364 30th Avenue West, Seattle 99, Washington.

► A MASTER PLAN FOR RECREATION IN MARYLAND has been released by the state planning commission. It suggests the creation and development of eight state parks, ten recreation reserves, ten picnic areas and six historic reserves.

► THE NATIONAL TRUST FOR HISTORIC PRESERVATION and the American Association for State and Local History are joining the National Recreation Association in preparation of a guide to all historic sites and buildings in the country—for the use of the armed forces.

► A REVISED EDITION of the publication, *An Experiment in Recreation With the Mentally Retarded*, by Bertha E. Schlotter and Margaret Svendsen is being issued by the Illinois Department of Public Welfare.

► THE IN-SERVICE TRAINING COMMITTEES of the American Institute of Park Executives and of the National Recreation Association are meeting in a joint workshop session, January 18 to 21, at the Pokagon State Park, Angola, Indiana—for the purpose of preparing a manual for in-service training.

### Bond Issues and Referendums

► Recreation took another step forward in Jacksonville and Duval County, Florida, during the recent general election. Millage setting up a county recreation program was the sole survivor of the twelve items up for consideration. The referendum was made possible by a special act of the state legislature of 1951. One of the sections provided for cooperation with any municipality of the county in acquiring, operating and maintaining any facilities created under the provisions of the act.

► The citizens of Niles, Ohio, successfully voted in their tax levy for recreation for a new five-year period.

► The voters of Cincinnati, Ohio, passed an \$825,000 bond issue with \$500,000 allotted to the public recreation commission and \$325,000 to the board of park commissioners. The passage of this bond issue will make possible a program of rehabilitation, improvement, and expansion of Cincinnati's recreation facilities.

► The voters authorized the county board of Chosen Freeholders in Essex County, New Jersey, to increase the appropriation of funds for maintenance of county park and recreation facilities, from the present limit of three-fourths of a mill to a full one mill.

### Student Aid for '53

Opportunities in the form of fellowships, assistantships, and scholarships, at colleges with recreation curriculums are announced in a new bulletin prepared by NRA Recreation Personnel Service. Entitled *Student Aid*, the pamphlet lists—for twelve colleges—the number and types of student aid available to recreation majors, stipends, requirements for appointment, duties of appointees, and deadline for filing applications for the '53 fall semester.

Essential for the recreation leader considering graduate study as well as for all who counsel prospective recreation students, the publication is available on request to Active Associate Members of the National Recreation Association as a free membership service. Request *Student Aid—P162*. (Non-members may obtain P162 at a charge of fifteen cents per copy.)



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## Letters

### Hall of Fame

Sirs:

I have read the article in the November issue of RECREATION, by Mr. Thomas Miller, entitled "My Maintenance Man," which is very good. As we all know, the maintenance man is the undercover man, such as the lineman in football, never receiving much credit or glory, but actually the foundation of our program.

We have a man in our organization whom I would like to mention for the recreation Hall of Fame—Mr. Dewey Clifton McAlpin. He has straightened out our Ford tractors and worked out several other knotty problems, as well as invented new ways of maintaining our various athletic fields to the best advantage. He has taken equipment that we have purchased and added to it to such an extent that we can now use it for several different, additional things. He has saved our department untold money with his clever ideas and skill in repairing machinery and equipment of all kinds. In fact, he is official trouble shooter for our entire department. "Ask Mac about it," is the stock reply to any query or complaint. I do not know if you are planning a "Hall of Fame" for the forgotten man, but if you are, I wish to submit the name of my maintenance standby for a front seat.

SELWYN ORCUTT, Superintendent, Recreation and Parks, Fayetteville, North Carolina.

### Square Dancing Books

Sirs:

Apropos of the letter from New Zealand, on page 210 of your September issue, please send Miss Fitzgerald the square dancing books she needs and send me the bill. I enjoy the magazine.

OTTO MALLERY, Chairman, Board of Directors, National Recreation Association.

• *Good Morning, Musical Mixers and Simple Square Dances and Fun for Threesomes* have been sent.—Ed.

Sirs:

We have a square dance club here on the campus of the University of Colorado, and we are interested in helping Miss Fitzgerald in any way we can. We would be able to collect our own calls and dances and send copies to the New Zealand association, and could be of some financial aid if they prefer a few

books on square dances, couple dances and calls. You may either forward this letter to Miss Fitzgerald or send us her address so that we may contact her directly.

JAYNE POOLE, representing Calico and Boots, Boulder, Colorado.

- Miss Fitzgerald's address is Post Office Box 1728, Wellington C. 1, New Zealand.—Ed.

### Something New

Sirs:

Featured in your April, 1952 issue of RECREATION is an article by Helena Braddock Lemp on "Something New in Playgrounds." I enjoyed this article very much and wonder if it is possible to have enlarged copies of the picture which accompanied it? I could use five or six of them, not for commercial use or reprint, but to show to my board members, as we are planning play spaces adjacent to our eleven clubs.

IRVING RUDOLPH, Executive Vice President, Chicago Boys Clubs.

### Field Report

Having read the article, "Tom-a-Hawk Club for Teens," by John Lipold, in your October issue, and then witnessed the center in action, I can only say that the article does not do justice to this activity. The center was literally packed with young people. Parent volunteers were being used forty strong on the registration desk, the check stand, snack bar, game room and the dance floor. Everything moved smoothly and it seemed the paid director had very little to do. I was told that this was a poor evening, although over five hundred young people passed through the door while I was there. I know this activity makes a great contribution to the young people of Aurora. I feel it is one of the most successful youth centers in my entire area. The center, located in a downtown building, is very well decorated. All expenses are paid from the membership fees, which should reach two thousand this fall. The snack bar is self-supporting. The center is a marvelous example of the effectiveness of volunteer leadership, and the contribution of leadership given so willingly by the parents helps to keep the overhead to a minimum. It is really quite a shining example of what an interested

community can do for its young people.  
ROBERT L. HORNEY, NRA Field  
Representative, Great Lakes District.

### Ski Tow

Sirs:

We have read with interest Mr. Herdic's article in the November issue, "Skiing Need Not Be Expensive," and heartily agree that the addition of a rope tow is an asset in any community with suitable snow and slopes. However, we believe the article could well have pointed out that some type of safety device should be provided to stop the engine in the event a rider becomes entangled in the rope.

There have been a number of serious accidents and three deaths that we know of, caused by a young skier's hair, scarf or clothing becoming twisted in the rope and thus forcibly pulled into the drive mechanism or head sheave. Even on light portable tows such as the one illustrated, it is risky not to have a safety device, especially where small children are using them.

The type of safety mechanism to use depends primarily on whether the tow drive is located at the top or bottom of the slope. If at the top, it is an easy matter to install a trip cord or safety gate which causes a break in the ignition circuit when pushed by a tow rider. For high speed tows the cord or gate should be located 30 to 60 feet from the end of the tow line so that the rope will come to a stop before an entangled skier would reach the drive wheel or head sheave. When the drive machinery is located at the bottom of the slope, an electric circuit which usually requires a relay is necessary. A mechanical shut-off which is activated by a single wire extending from the engine to the upper end of the tow will work satisfactorily on short tows. In general, with a light portable tow it is better to have the motor at the top of the slope, because the efficiency is greater and the safety gate is easier to install.

Safety devices cost just a few dollars and may well prevent an accident. Many insurance companies will not issue liability insurance on ski tows unless they are equipped with such a device. We might also mention here that any town or private party operating such a tow would be well advised to carry liability insurance.

At the 234 winter sports areas in the national forests, all rope tow operators are required to have suitable safety devices and in addition liability insurance in the interest of public safety.

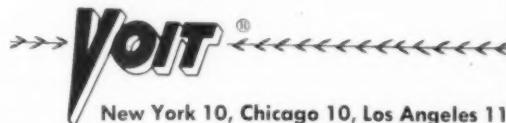
JOHN SIEKER, Chief, Division of Recreation and Lands, U.S. Department of Agriculture, Washington 25, D.C.

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## *Editorially Speaking*

### *Today*

So here hath been dawning another new day,  
Think, wilt thou let it slip useless away?  
Out of eternity this new day is born,  
Into eternity at night 'twill return.  
Behold it aforesome, no eye ever did,  
So soon it forever from all eyes is hid.  
Here hath been dawning another new day,  
Think, wilt thou let it slip useless away?

—Thomas Carlyle

### **The New Record**

We have turned to a blank page in the notebook; it awaits the record of the coming year, and we once again are struck with the fact that what will be inserted therein will be largely up to us. It is a great responsibility; and we plunge, therefore, into reflection upon our philosophy of life, and of recreation, and search for ways of strengthening both—conscious of the mantle of service that falls upon the shoulders of men in jobs such as yours and mine. And we dedicate ourselves once again to a course of action which will bring about "the greatest good for the greatest number of people."

We review and evaluate, we house-clean, we plan ways of strengthening ourselves and our work. This issue of RECREATION, therefore, has been planned to help you to clarify your thinking and make new plans, and to get on with the business at hand—as have the issues before it. To this purpose will the issues of the coming year be dedicated.

Don't miss the editorial, taken from the stimulating address of Bishop Bayne, in Seattle, on "The Spiritual Aspects of Recreation," or Dr. Anderson's inspirational talk on "Recreation and the Richer Life." Study the New Year's resolutions and other articles.

We suggest, too, that you may want to add the following resolutions to your own personal list.

#### *I Resolve:*

1. To extend beyond local boundaries, my service in the field of recreation, by thinking of my program,

or administration, in terms of ideas that might be valuable to others, in the pages of RECREATION.

2. To contribute the above ideas and information to RECREATION; and to bear in mind that my cooperation is especially needed to make the following pages helpful, lively and up-to-date: Letters to the Editor, Recreation News, Suggestion Box, On the Campus.

3. To send the magazine any good photographs which seem to me to tell a story, or to be possibilities for a cover picture, and to make a note of the fact that good pictures are especially needed of the following: playgrounds and playground activities, community centers and their activities, winter sports, art projects, crafts projects, dramatic and musical activities.

4. To call the magazine to the atten-

to hear a recreation director ask, "What can we do for girls in the recreation program? I don't know anything about them." Too often his program is offering them only a warmed-over version of activities that please the boys. Are you one of these directors? Or are you satisfied that you are presenting a well-rounded, well-balanced program in your community? If you belong in the former category, are you going to take steps to strengthen your leadership this year?

Have you interpreted to local citizens why such leadership is advisable, and why it would be a good investment? Says Helen Dauncey, the Katherine F. Barker Memorial Secretary who is in charge of work with women and girls for the National Recreation Association. "While all leadership is important, that of working with girls is doubly so—for the things we teach can be so far-reaching. Mothers who have had a happy childhood and have learned the essential ways of creating a good life will want to do the same for their children. Family solidarity and happier homes are, in the last analysis, the



tion of anyone, or everyone, who might benefit from it.

The editorial staff of RECREATION extends the season's greetings to all, with the sincere hope that we may work more closely together in the New Year.

### **Women's and Girls' Program**

Unfortunately, although the field of recreation is rapidly achieving the status of a profession, it is not unusual

job of the women of the world."<sup>\*</sup>

College trained women recreation leaders are available, and you should have no trouble in finding one, providing you have convinced the city council that it must offer a professional salary commensurate with the proposed leader's training, experience and skill. Have you a "selling" job to do?

\* From "Program for Girls," by Helen M. Dauncey, RECREATION, January, 1951.

# The TIME MACHINE

takes us back to . . .

## Voices from 1913

### Industrial Recreation

Industrially recreation has high cash value. Frederick W. Taylor in his marvelous work through administrative efficiency demonstrated scientifically that an unskilled laborer could load upon a platform freight car 47 tons of 92-pound pigs of iron easier than he could 12 tons per day if he rested half the time in carrying each pig. If he carried half-pigs (46 pounds) he needed to rest only one-quarter the time. Every size piece of iron has its scientific demand for rest—so industrially, everywhere, in every way, recreation is indispensable for efficiency.

### Leadership

Most of all does the playroom need a play leader—preferably a kindergartner—who can sympathize with and understand each play impulse as it blindly gropes its way to conscious and purposeful play. This kindergartner must have freed herself from a slavish devotion to materials. She must see that the real toys and materials are found in the tissue hungers of the child's developing body and mind.

### Joy of Play

Swinging and sliding are not alone for physical coordination. There is a spiritual joy in swinging, an exhilaration, a push of imagination which sets free the child's thoughts and feelings.

### Quotes on Executives

"There are two kinds of executives," says Dean Briggs, of Radcliffe, "the one who stimulates and the one who accomplishes." He quotes the lady who said of Edward Everett Hale: "I know he doesn't finish much, but he has cut and basted more things than anybody living."

### Adults and Recreation

We as people do not play enough. We loaf too much, and work too much, but of real play of the energy-producing kind there is dearth. We get dyspeptic and anemic and nervous from lack of exercise, and despondent from brooding over things that we ought to throw off in recurring periods of joyous play. When we have a holiday many of us find our way to the saloon or some worse place, because we do not know what to do with our leisure.

## Voices from 1952

### Industrial Recreation

"It was a fine show, and I've seen a lot of them," stated A. F. Logan, vice president—industrial relations of Boeing Airplane Company, after viewing the employee-initiated hobby show in the company's huge sixteen hundred-seat cafeteria. It was witnessed by 27,652 employees, their families and friends during its five-day run. Entries ranged from a forty-eight-foot-wingspread sailplane, that an employee flew as a hobby, to a crocheted table cloth entirely made by an employee while riding to and from work on a bus.

### Leadership

If a child has not been given the opportunity to experiment with some new things in crafts, drama, music, storytelling, being in a tournament, serving on a committee, helping to plan events and feeling responsibility for the success of his playground—then the summer program has failed him. If leaders have not learned to know which children need help in making an individual, as well as a group success—they have failed in their most important responsibility.

### Joy of Play

Although play activities must never be regimented, they should be guided, so that each child is helped to develop physically, to change social attitudes, and to grow in emotional control.

### Quotes on Executives

I don't think any of our leaders in the field should be representing our great movement who have not read L. P. Jacks or Joseph Lee, and many others. No other leading profession would place their stamp of approval on such ignorance of their background. I'll grant you, we are a leadership of doers, but we must have some dreamers and thinkers to give reason for our many activities.

### Adults and Recreation

The salt has lost its savor if what we do in the name of recreation is any criterion. We are a nation of spectators, not participants. We don't play; we sit and watch while others play. We are squatters, not players. Why don't we stand on our own feet and cast about for something better—something that we can make with our own hands, out of the design of our own hearts and minds? (*Any comments on these?*—Ed.)

# THE PLACE OF ORGANIZED CAMPING

THE ORGANIZED camping movement in America and the state park movement have grown up together. They started at nearly the same time and, in part at least, for the same reasons. They have increasingly tried to serve some of the same needs of people—the need to get away from the city, to re-establish a connection with nature, and to find the healing that comes from association with natural beauty. In recent years state parks have been called upon to play a large part in the camping movement through providing facilities and services of various kinds to camping organizations; and there are reasons for believing that in the years to come the state parks will be called upon to play an even larger role.

Today fewer than 10 per cent of the children of camp age in America have a camp experience, yet it is expected that eventually a majority of the children may be given such an experience. There will accordingly be a great expansion in the camping programs of existing youth agencies, private camps, church camps, and other groups now carrying the major responsibility for camping. Camping has come to be regarded as an important educational experience for children, and the recent growth of interest in school camping gives promise that some day this may become a major aspect of camping in America.

Today more than 60 per cent of the American population live in cities of 2,500 population or over. Fewer and fewer people are needed on our farms while more and more are used in industry. It has accordingly become more difficult for many of our people to attain access to the out-of-doors. The organized camp has stepped in to help fill the need for outdoor experiences in the lives of children.

The organized camping movement had its beginnings in the 1860's—at about the same time the first state park was set aside. The Gunnery School at Washington, Connecticut,

in 1861 started what is generally considered to be the first organized camp, with a pattern similar to that of the organized camp as we know it today. However, camping in its elemental sense is as old as the human race. To the American pioneer and the American Indian it was a way of life. The ability to care for oneself in the woods, to use an ax, to hunt and fish, to cook a meal outdoors, and to prepare a shelter was the mark of the self-sufficient man.

*VALUES OF A CAMP.* The good camp makes important contributions to the life of the camper. Because children in camp life in small groups with a counselor, whom they generally love and respect, participate in a program of activities related to the out-of-doors, and consider their activities as fun and adventure, the camp is an almost ideal educational experience. Many of the values of a good camp relate very closely to those in which state parks are interested.

The development of an appreciation of the out-of-doors and the learning of skills in outdoor living are among the primary purposes of camps. These involve developing a friendly familiarity with the world of nature; an increased understanding of the heritage that has come to us from pioneer, explorer, and Indian; a knowledge of man's dependence upon natural resources and the need for their conservation; the wise and proper use of outdoor areas; and skill in caring for oneself in the out-of-doors.

Another purpose of camping has to do with education for safe and healthful living. The good camp is concerned not only with making the camp itself safe and healthful but also with developing habits and providing knowledge that contribute to physical and mental well-being. Since camps provide opportunities for caring for cabins and camp grounds, for planning and preparing meals, for setting up balanced living schedules, and for practicing good personal health habits, they make a contribution to health.

The opportunities camps afford for group living can contribute to the development of democratic attitudes. A child learns democratic action only by practicing it; and the

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REYNOLD CARLSON is associate professor of recreation at Indiana University and is well known in the camping field.

# IN STATE PARKS

Reynold E. Carlson



The elementary boys and girls, at the Connerville school camp in Versailles Park, are shown enjoying a nature walk with one of the park leaders. Nature trails are numerous.

good camp makes such practice possible. Living in small groups gives the opportunity.

The good camp also provides many opportunities for personal growth, encouraging the camper to develop self-restraint, initiative, leadership, and intelligent discipline. It gives the camper the chance to learn new skills and develop new interests, particularly those arising out of the outdoor situation.

The camp program is based on the natural desire of children for fun and adventure. Camp should be a happy experience. It is because camp life makes such a strong appeal to children that its opportunities to make constructive contributions to personal development are great.

The camp also has a responsibility in the field of spiritual growth. Opportunities to develop a sense of appreciation

for the bigness, beauty, order, and complexity of the world of nature abound on every hand. The close relationship of the camp counselor to the camper makes possible also the development of a respect for personality and the finer aspects of human relationships.

**TYPES OF STATE PARK AID TO CAMPS.** It will be observed from the above statement of values how consistent many of them are with the purposes of state parks, and how much in common there is to be found in the ideals of the two movements.

State parks have made their most important contributions to camping by providing areas and facilities for camp groups, which might not otherwise be able to afford them, and by giving assistance to camp programs, particularly in the field of the better understanding of the outdoor environment.

Probably the first extensive development of group camping on state park property was that of the Palisades Interstate Park of New York and New Jersey. In 1901 acquisition of lands began, and group camping was "permitted." Probably non-permanent tent camps were used close to the Hudson River. By 1913, more permanent types of camp developments were under way, especially on the part of the Boy Scouts at Highland Lake and Lake Stahahe. By 1915 it was estimated that 5,000 campers used the parks, and a building program was well under way.

In 1917 a separate camping department was established and construction was standardized in units of suitable size. Rentals were set to assist desirable organizations in locating in the park and to provide for making the service self-sustaining.

As reported in 1947, there were seventy-three camps in the park with a total attendance of 57,811 campers, most of whom came from New York City and represented a wide variety of organizations—youth agencies, settlement houses, church groups, handicapped children's groups, and so on. The above figures do not include the tremendous numbers of hiking and outing groups that used the park.

Another development in the Palisades was the service in nature education offered to camp groups. In 1927, through a grant of the Laura Spelman Rockefeller Memorial Fund, a trailside museum, a craft shop, and nature trails were developed in cooperation with the American Museum of Natural History. The services of the central trailside museum were extended to the camps in the form of small trailside museums, and nature trails were established.

Organized camping in other state parks did not develop on any extensive basis until the 1920's and the 1930's. Camping organizations used the parks first for overnight and other short-term camps and then began to develop more permanent facilities. During the depression the developments were accelerated by the use of emergency funds and labor. By the end of 1950 there were 296 organized camping facilities reported in state parks, with a total capacity of 32,456 campers. These camps are generally rented to youth organizations, church groups, schools and recreation departments which come in with their own staffs and operate the camps. Moderate rental fees make these camps

the most economical approach to camping possible for small organizations which camp for only a few weeks each year. During the year of 1950 there were 1,479,889 camper days of organized camping reported in the state parks of the United States.

Several state park systems have on their staffs camp specialists whose responsibilities include developing camps, granting permits, determining standards for park use, and maintaining cooperative relationships with other state agencies interested in camping. These camp specialists have assisted in the training of camp staffs and have worked closely with other groups to improve camping practices.

A third service to camping by state parks has been in the educational field. Park naturalists and other park personnel have assisted camps in the parks, particularly in the fields of nature and outdoor living skills.

**AREAS AND FACILITIES.** Many types of camp facilities are to be found in state parks at the present time. One park superintendent made the comment, "Our facilities are a lesson in what not to do when the camp facilities are rebuilt."

It has become an axiom in camping that the program should determine the facilities rather than that the facilities should determine the program. Trends in camping should therefore be studied carefully before new facilities are constructed.

The trend toward decentralized camping, with smaller living units, is extremely important. The greatest values in camp seem to come from the close relationships of small groups rather than from mass programs. Therefore, facilities should be so planned as to make possible the small-group living situation. Many camp people feel that any large camp should be broken down into groups of not more than thirty-two campers, while others advocate the small camp idea, with only eight or ten in a living group. Some of the national agencies are advocating "troop camping," which involves small groups going out by themselves.

A second trend is in the direction of what is often referred to as "real camping," in which some responsibility for food, shelter, and personal care falls upon the camper himself and in which the program is centered mainly around the out-of-doors and outdoor living skills. This generally calls for very simple facilities.

The health and safety of campers makes imperative a safe water supply, adequate sanitary provisions, elimination of natural hazards, and the like. Awareness of these needs is a growing concern.

One of the most significant advances in the facility field was the development by the National Park Service during depression days of the group camps in the Recreation Demonstration Areas. When the National Park Service was designated to develop areas for park and recreation purposes, near large centers of population, it brought together many of the outstanding camp leaders of the country to discuss the kind of facilities that should go into those areas. It was understood that the camp facilities were primarily to serve non-profit organizations which were trying to provide camping at a minimum of cost. Thirty-seven Recreational

Demonstration Areas were developed during the 1930's, thirty-four of which contained group camps. Although they differed from one another, there was a common pattern which has proven in subsequent use to be fundamentally sound. The cost of duplicating these facilities today, however, probably precludes any current, similar wide-spread development.

The following is the general pattern for these camps. Living quarters were divided into four or five units, generally placed far enough apart so that they could function independently. Each unit accommodated twenty to twenty-four campers and four to six counselors. Generally, individual cabins were set up to accommodate four campers each. Counselors lived in separate quarters. Each unit also had its own wash house and usually a lodge with space



The trend, which is referred to as "real camping," is that in which some of the responsibility falls upon the camper.

for fireplace cooking under a porch-like shelter. The facilities generally included to serve the total camp were: administration building; dining lodge; staff quarters; help's quarters; garage; infirmary; central washhouse and laundry, including showers; nature and craft shop; swimming facilities, either a lake or pool; and a council ring.

The Recreation Demonstration Areas have now, with one exception, been turned over to the states and are for the most part administered by the state park systems. The publication, *Organized Camp Facilities* (reproduced from *Park and Recreation Structures*), which is available from the National Park Service, Department of the Interior, Washington, D. C., is largely a description of the Recreation Demonstration Areas and is one of the best sources on camp facilities.

In planning facilities to meet the needs of camp groups several types of needs should be kept in mind.

1. *Provision for organized camp groups of ninety to a hundred campers.* The youth organizations that use such camps usually need facilities only during the summer months and on occasional week-ends in the spring and fall. Considering the growing school camp movement and the resulting demand for camp facilities during the school year, it is wise to winterize a large number of youth camps. Except for use during the coldest season of the year, double-

wall construction of living quarters and simple wood-stove heating are perfectly satisfactory. For winter living it is more economical to provide large living quarters to accommodate six, eight, or ten campers instead of only four. Cabins with wings or separate rooms are more desirable than large dormitory-style buildings. Essential facilities include sleeping quarters, dining hall, infirmary, washhouse, laundry, lodge, and activity building (the last two may be combined into one). Administration and staff headquarters are also desirable.

2. *Provision for small groups of thirty or forty campers on a short-term summer basis.* Tents may be used instead of cabins. Much of the cooking may be done by the campers either in small buildings which combine dining halls and lodges or out-of-doors in small sheltered kitchens. A washhouse with showers is essential, and pit latrines may be provided near the living units. Use of such facilities is intended largely for short terms, generally one or two weeks, by each group.

3. *Primitive type of camp.* The only permanent facilities in this type of camp may be a washhouse and toilets. The campers, in small groups of twelve to twenty-four, bring in their own camp equipment and do their own cooking.

4. *Provision for day camping.* Day camping requires very simple facilities. Shelter from rain, safe water, toilets, and cooking facilities are all that are essential. If the day camp groups can be divided into groups of eight to sixteen, which have their own camp area, basic requirements are met. The most desirable physical asset of the day camp is an area rich in outdoor program possibilities.

**CAMP STANDARDS.** Several types of efforts to improve camp practices, both in program and in health and safety, are now under way. First, states have established regulations, particularly in the field of health and safety, with state boards of health and state welfare departments having assumed the major responsibility.

Second, camp operators have developed standards. Each of the major national youth agencies has set up standards for its own camps which have raised the level of program, leadership, and health and safety practices. The American Camping Association at its 1943 national convention adopted a set of minimum standards and asked for voluntary compliance on the part of its members. The standards of the American Camping Association are concerned with the following aspects of camping: program; personnel; camp sites, facilities and equipment; administration; health; sanitation; and safety. Although, up to the present, no method of compulsory compliance with standards has been developed, the emphasis on improving practices has raised the level of camping. Copies of these standards may be secured from the American Camping Association, 343 South Dearborn Street, Chicago, Illinois.

A third means of improving camp practices has been through education. Leadership training courses in colleges and universities, short-term institutes, pre-camp training, and various types of camping meetings and conferences have all contributed to this end.

The state parks have had an important place in improving



This is a scene of the dining hall at Versailles State Park in Indiana. Many types of camp facilities are to be found in nearly all of the state parks at the present time.

practices. They have insisted on certain minimum standards of administration, safety, and leadership on the part of organizations using their facilities. They have also helped through the participation of their personnel in leadership training programs and in workshops and conferences.

**GROWING FIELDS OF CAMPING.** One of the rapidly expanding fields in America today is that of outdoor education and school camping. These include several types of outdoor experiences; but those with which state parks are chiefly concerned are field trips, day camping, and resident camping. In Michigan, which has probably developed school camping further than any other state, the State Board of Education has worked closely with the Department of Parks in the development of the program, and park facilities have been used by many school projects. Florida, too, is developing extensive park use on the part of the schools. In other states, such as Indiana and New York, state park facilities have been used to a limited extent by the schools.

Municipal recreation departments are also making use of state parks for day camp purposes. If state parks are located fairly near large centers of population, they are well adapted to use as day camps, with campers being brought to the parks for the day and taken home to spend the night. Day camping in America has been growing rapidly; and schools, youth agencies, and municipal recreation departments are all concerned with finding proper areas for day camp programs.

**SPECIAL PROBLEMS OF CAMPING IN STATE PARKS.** The desire of camping organizations, schools, and parents for expanded camp facilities and services in state parks opens an opportunity for service but also presents a number of problems. There are differences of opinion regarding these problems; and what follows is the personal point of view of the author after talking with many state park leaders.

1. How far should state parks go in expanding camp facilities and services? It is doubtful if organized camps should be established at all in small parks. In large parks it is desirable that camp facilities be established away from the centers of other activities. In some cases, youth organi-

zations may be encouraged to secure property adjacent to state parks for their camps, so that they use the park for certain activities.

2. A state park system needs on its staff someone well acquainted with camping who can assume responsibility for camp developments and who can allocate their use. Such a person should work closely with groups in the state interested in improving the quality of camping.

3. State park personnel can assist in leadership training for camping. Education, in how to understand, enjoy, and properly use the camp environment, might well be the major



contribution of state park naturalists and other staff members to the camp program.

4. One of the problems relative to camp facilities is that of their proper allocation. Minnesota has worked out a priority list for the granting of use of its camp facilities. Highest priority is given to those groups serving physically or financially handicapped children. Organizations financially able to do so should be encouraged to develop their own facilities, leaving the park facilities to groups finan-

cially unable to develop their own. Priority should also be given to groups with sound programs which will make the best educational and recreational use of the facilities.

5. Should state park camp facilities be completely maintained and developed from fees charged? This question is debatable. A fee should be charged to care for the basic maintenance costs, but organizations needing the facilities most would be handicapped if the fee were high.

6. One of the trends in camping is in the direction of more "real camping." Several states have been experimenting with the setting aside of special restricted areas in which organized camp groups under leadership may carry on limited programs using natural materials.

In conclusion it should be said that the demand for camp facilities and services in state parks is at present much greater than the ability of parks to meet the demand. The camping movement is growing rapidly, and there is every reason to believe that it will continue to do so. The increase in camping by public agencies has a relationship to state parks.

State parks have an important contribution to make in helping to raise the standard of camping practice, in teaching proper use of outdoor areas, in developing an understanding and appreciation of the world of nature, and in providing areas and facilities to groups which might not otherwise be able to camp. These are kinds of services to which, in my opinion, state parks are dedicated.

## Adrian R. Massie Elected



Board  
Chairman  
New York  
Trust Company

Adrian M. Massie, who has been serving with distinction as treasurer and member of the Finance Committee of the National Recreation Association for six years, and whose active interest and participation in the association's work goes back much further, has been elected board chairman and chief executive officer of the New York Trust Company, New York City.

It is appropriate that Mr. Massie should be heading one of the most important banks in the Metropolis, for the first love of his whole business career has been banking. A graduate of Yale University, class of 1919, he served for two years in the firm of Davies, Thomas and Company, then ten years with the Bank of America and two years with the City Bank Farmers Trust Company, as an assistant vice-

president. His next step, in 1934, took him to the New York Trust Company where he served as the vice-president in charge of investments. In 1945 he was elected a director of the bank and, in 1949, executive vice-president, which position he held until his present promotion.

Mr. Massie has always been interested in education. He serves on the Board of Trustees at Columbia University, and on the Board of Overseers at Sweet Briar College, and for nine years was a member of the faculty of the Graduate School of Banking at Rutgers University.

Another major interest of Mr. Massie is insurance. He is a director in the Bankers and Shippers Insurance Company, Commonwealth Insurance Company, Homeland Insurance Company, Jersey Insurance Company, Mercantile Insurance Company and Pacific Fire Insurance Company. He is also a member of the United States Board of the North British and Mercantile Insurance Company. His industrial directorships include Webb and Knapp, Incorporated, and the Rotary Electrical Steel Company.

A resident of Rye, New York, Mr. Massie serves the neighboring community of Portchester as vice-president and chairman of the Endowment Fund Committee of the United Hospital of Portchester.

The friends and admirers of Adrian M. Massie—a worldwide circle of them—including many who are familiar with his outstanding services to the National Recreation Association, are gratified over the New York Trust Company's splendid and well deserved recognition of Mr. Massie's leadership in the field of banking and finance.



The ski tow in operation at Old Silver Mine, in Harrison State Park, is but a few miles outside of the city and is easily accessible.

## SKIING *Around New York*

**T**HE NOTION that New Yorkers, to a man, spend their winter week ends walking in Times Square, standing at cocktail parties, or sitting in night clubs, is false. Just scratch one of them and more than likely you'll find a country boy, or girl, whose heart is in the highlands—especially when the snow is right.

If this weren't true, would the New York newspapers print reports on snow conditions from November through March? Would one of the city's biggest department stores, Macy's, hire a lot of personable clerks to stand beneath a brilliantly-lit ski map and answer questions on where the skiing is best? Would Grand Central Station bend over backwards to provide information twenty-four hours a day during the season?

New Yorkers are skiers, all right. Of the four hundred or so registered ski clubs in the United States, forty-five have their headquarters right in Manhattan. And the retail business in skis, waxes and the proper clothes is enormous.

There is the celebrated case of the big blizzard of December, 1947, when the snow fell two and a half feet deep in the city streets and brought commerce practically to a halt. The event precipitated a civic holiday, part of which was a rash of skiing parties. People by the hundreds went skiing up Fifth Avenue and Broadway, thumbing their noses at the stalled buses and cars. Nobody had suspected before that there were so many pairs of skis stowed in apartment closets.

New Yorkers don't wait for the once-in-a-blue-moon blizzard to do in-city skiing during the middle of the week, however. There is a bit of a knoll in Central Park that lends itself to practice of snowplows and stem turns when a few inches of snow are on it. A hill of that size wouldn't look like more than an ant hill in the country, but in the center of Manhattan, to the hordes of ski-hungry urbanites, it looks like a minor Alp, and after a light snowfall some of the people who work in the vicinity bring their skis to work and practice during lunch hour. And Van Cortlandt Park,

at the north end of the city, is practically Manhattan's Sun Valley for those who can't leave town.

On the week end, of course, the Manhattan skiers really get down to business. You see them trying to maneuver their hickories in the subway at rush hour in order to get to Grand Central for the trains going north. Even in the weird hours of Saturday morning—at two, let us say—they will be at the terminal in their ski pants, sweaters and clumsy boots waiting to rattle off to upper New York or the New England states. And plenty of the north-bound automobiles on Fridays and Saturdays have several pairs of skis on the racks on top.

Skiers in the New York region probably have more choice of places to go than their co-enthusiasts anywhere else in the country. There are fifty skiing developments within a radius of 150 miles. New England has 275 tows and in northern New England there are 1500 miles of specially constructed ski trails.

These trails don't offer the kind of skiing you get in the Rockies, the long downhill runs on the open slopes. They demand a different sort of technique, conditioned by the narrow paths between trees and demanding sharp turns and fancy corkscrew twists. But on the other hand, there are certain comforts more easily come by in the East, such as more fast lifts, J-bars, T-bars, a skimobile and aerial tramways.

There is also a wealth of fun at almost every turn—plenty of places along the trail to get something hot to drink, square dances, sleigh rides and all manner of lodges where people can dry their mittens and socks and just sit around.

Naturally, there are many New Yorkers who think the weekend trek up-country is a bore, or foolishness, or both. But the skiers aren't on the defensive. They get back on Monday morning feeling like a million bucks and wait for Friday again. And every Friday there are more of them.

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# RECREATION and the Richer Life

From a Talk by Dr. Henrietta A. R. Anderson  
at the 34th National Recreation Congress

ONE CAN hardly pick up the paper today without being very distressed at some of the reading. Here I have a cutting from one of our own papers with a large type heading, "American Democracy Held to be in a State of Rot." Now that might be jaundiced thinking, but after all it wasn't made by any Tom, Dick or Harry. It was made by a gentleman named Dr. Richard Postom, Community Consultant, Bureau of Community Development, University of Washington, in an address to a group of welfare workers. Much that he says will bear thinking upon. He said, "The decline of local community vitality is sapping the life strength from our democratic heritage." And again, "Private business is beginning to realize that a hundred million dollars in advertising the free enterprise system is not worth a thin dime itself." Thirdly, "All professions which deal with social and community problems must recognize that problems are not something separate from the community—but part of it."

Another article from the *Tacoma News Tribune* is headed the "Age of Squat and Look." It says, "Trade your piano as a down payment on a television set. Try to tell a boy and girl about the delights of a taffy pull and you'll be looked at as though you were slightly queer. Go on to tell him what fun you had on long walks through the countryside, and he'll know you are nuts."

I am a little bit afraid that all of this is not wrong, and while we like to speak rather scathingly of some of the old days with those old, now out-moded, virtues; perhaps all isn't just as well with the world today as it might be.

I think I would put it this way. Even if these things are not true, perhaps the worst feature that has crept through our North American civilization today is a toleration of evil. We don't shudder at evil as we did many years ago.

DR. ANDERSON, a teacher for many years, was an organizing director of Greater Victoria (B.C.) Recreation Council.

We are apt to be a little too tolerant. You see we are living in what one might call a "so-what" age. "All right, they did this or they did that; so what?" But it can be a very dangerous policy. Another educationist speaking to me of punctuality said, "He was late two or three times this month; all right, so what! You know, Dr. Anderson, you and I made a fetish of punctuality." I am jolly glad that I grew up in an age where we did. I still think it is a mighty important thing.

I think maybe, when we threw overboard some of these things, we were a little too hasty. You know the answer is always somewhere in the middle. We speak of the "good old days, when—

"There was no income tax, no cigarette tax, no road tax, no sales tax, no luxury tax, no—tax.

"There was no old age pension, no health services, no social welfare; only the poorhouse.

"Girls of fourteen were strangers to lipstick and were girls of fourteen.

"Crippled children remained crippled, the blind knew not Braille, and orphans were strays of the storm."

So you see there are always the two sides, and the answer is always somewhere in the middle.

But this toleration of evil is something we might think a bit about. One man puts it this way. He said one of the saddest features of modern operating is the lack of the woodshed and the absence of the hairbrush. There is something in that. We are at this crossroad.

We are also suffering to some extent from the welfare state. Now, don't misunderstand me. Much in the welfare state is good, but it also goes too far. . . .

Quoting another authority who must speak with some conviction, Field Marshall Sir William Slim, Chief of Britain's Imperial General Staff, said today, "The modern welfare state may have lots of advantages, but it's not good for soldiers. The modern youth has not been taught to look

after himself—he never looks more than one hundred feet across a city street or from the back seat of the cinema. Therefore, he has to be taught when he comes into the army to be a practical unit in himself, observant, able to look after himself, and confident of his weapons."

Now, what has this to do with recreation and the richer or fuller life? Simply this: As long as we have these weaknesses, we aren't living a really rich, full life. Unless we are developing all facets of our personality, and are assuming some degree of responsibility, we are definitely not living the richer, fuller life. In the field of recreation, to that end, I would like to make one or two specific pleas. Reverting to the press again, here we have Dr. A. S. Lamb, an eminent gentleman associated with the Health League of Canada, a Director of the Department of Physical Education and Athletics at McGill University, Montreal, and conceivably a person to whom it might be all right to listen. He says, "Intensive competition, the desire to win and gate receipts are masking our vision as to the more important functions which sprout, and which recreation should serve. It is our responsibility to see that the many thousands of boys and girls who want to play for the love of it, have the opportunity to do so. It is our obligation to see that participation receives its proper emphasis, rather than passive observation or spectatoritis. That would be sanity in sport. The values of sport are no longer values unless they live with us in all our relationships. The rules of the game are the rules of life."

I think that these things should make us stop and wonder if we are handling this sports angle from a sane and sound background. Are we placing proper emphasis? Are we paying enough attention to hobbies? A gentleman well known in Canada and not unknown in this country, J. B. Priestly, said over the radio the other day that you can take any little English village and you will find more hobbies in it than you will in the whole North American Continent. That is very apt to be true. He said, "You know that Napoleon said that we were a nation of shopkeepers, we British, but we are not. We are a nation of hobbyists, a nation of dog-fanciers, and bird catchers, and so on. . ." I have a hunch, to use the slang expression, that is what took the British through the blitz; their ability to enjoy those simple things of life. The battles of Britain may have been won on the playing fields of Eaton, but I am dead sure the blitz wasn't won there.

Another terribly important thing that we have to bring back is this business of the sense of responsibility. You know we are living in an age of handouts. It's appalling what is handed out to youngsters today. If they are not able to stand on their own feet, that is the reason. That is the reason for much of the vandalism in our parks. People don't destroy what they build with their own hands or pay for out of their own pockets. We have to get back to the state where people did and made things for themselves, appreciated them and took care of them.

We have a long way to go yet in the matter of community spirit. Community centers are doing a wonderful job, but we haven't yet gotten to the bottom of the resources of the

community. The community is full of agencies that we haven't even used. The music teachers, the churches, the service clubs we do use, but there are all sorts of groups that we just haven't begun to use at all.

Then, something sooner or later must be done about discipline. How are people going to grow up to discipline themselves if they are not disciplined in youth?

I read somewhere recently that youth today is given over to the three R's. They used to be reading, writing and arithmetic. They say they are now rhythm, recreation and refreshments. They are three good things; but I would like to replace them with recreation, responsibility and revival; a revival of all that is worthwhile in life, a continual pointing of the young to those things.

What has all this to do with you individually as a recreation director? Where do you fit in, in the richer, fuller life? Obviously, if you aren't yourself enjoying a richer, fuller life, you can't pass it on to the children, can you? There are too few people today enjoying life. At supper tonight, I said to somebody, "I wish there weren't so many people in the world today who obviously hate their jobs." That is pitiful.

I think that you must love people; you must really love people—just like to work with them, put up with all their little idiosyncrasies, look and see the best in them—of all ages.

You must make a sensible budgeting of your time. It isn't at all to your credit to stand up and announce that you are hurried from morning to night; that you have no leisure; that you don't even see your family. Now, that isn't creditable. It is just bad budgeting. You won't stand up, and you won't be able to stand here when you are as old as I am and boast about your health, because you probably won't be here. Do budget your time sensibly so that you relieve the wear and tear, and don't expend yourself ruthlessly and needlessly because you only are lessening your value. You must somehow, if you haven't already, work round to a solid, philosophical base.

We have almost conquered matter. We have conquered everything but ourselves. That is the one thing needful. We still have that to do. It is a life job, it is part of our education.

I am going to close with lines from a poem by Mr. Louis Untermeyer, which have always seemed to me to be a description of the kind of person that a teacher or a recreation worker should be:

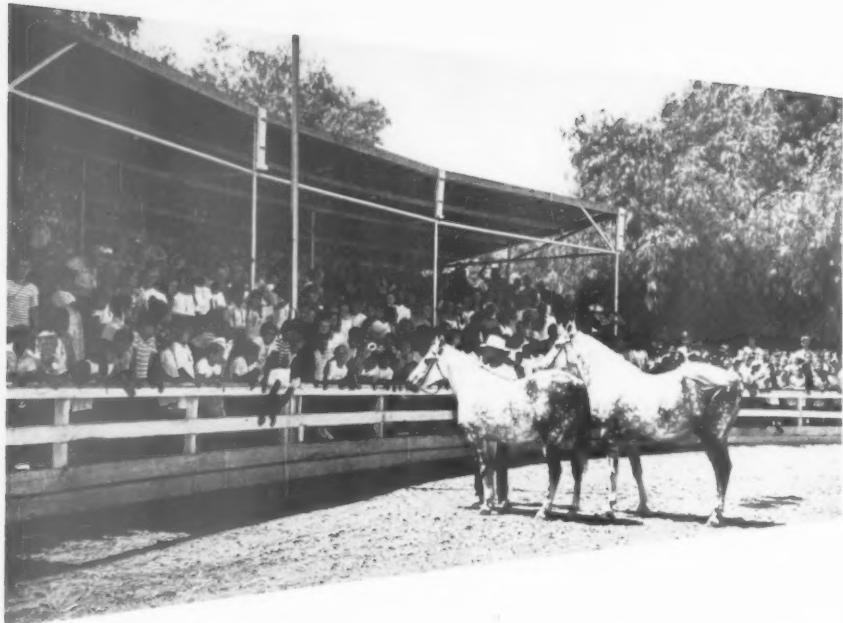
Ever insurgent let me be;  
Make me more daring than devout;  
From sleek contentment keep me free,  
And fill me with a buoyant doubt.

Open my eyes to visions girt  
With beauty, and with wonder lit—  
But let me always see the dirt,  
And all that spawn and die in it.

Open my ears to music; let  
Me thrill with spring's first flutes and drums—  
But never let me dare forget  
The bitter ballads of the slums.

From compromise and things half-done,  
Keep me, with stern and stubborn pride;  
And when, at last, the fight is won,  
God, keep me still unsatisfied.

**The personnel of the Quartermaster's Remount Station, put on special shows for our children free of charge.**



Doris Worrell Barth

## *Wider Horizons*

**S**PRAWLING OVER an eighty-mile diameter, bounded on the north by mountains, on the south and west by ocean, and east by towns which in turn reach past Orange groves to the desert, Los Angeles presents problems of, and possibilities for, recreation not found in more compact areas. In line with the growing tendency to use school buildings and facilities for recreational purposes outside of school hours, the idea developed in this community that school buses also should not stand idle all summer but should be used for the expansion of recreation horizons.

Their use for recreation purposes was therefore inaugurated as part of the Youth Services program of the Los Angeles City Board of Education during the summer of 1947. A ruling was secured from the county counsel to the effect that, legally, buses could be used for recreation programs sponsored by the Los Angeles City School District. A budget for this purpose was approved by the board of education and four buses were assigned for the summer months on an experimental basis. Each bus was to be in charge of an excursion director assisted by adult volunteers—one for every ten children who went on the trip.

Trips were scheduled to the beaches and mountains. At the Los Angeles City Municipal Recreation Department Cabrillo Beach, there is safe swimming inside the break-

water under lifeguard supervision, and the Marine Museum offers an opportunity for the study of marine life. Crab hunting and fishing, as well as looking for shells, can add to the day's fun. Hardly a trip passed that a star fish or other fish did not go with a child on the homeward journey. On every trip there was at least one child and often more who had never seen the ocean although it is only twenty-five miles from the Los Angeles City Hall. One little girl repeatedly went to the director with the words, "Is this really and truly the Pacific Ocean?" As other beach areas were developed by Los Angeles City and Los Angeles County Park and Recreation Departments, Zuma Beach on Pacific Coast Highway and Alondra Park were added to the itinerary.

Mountain destinations, on the other hand, offered a variety of scenery from a mountain brook to pine trees which grow above the 6,000 foot level. Here again it was the first experience for many children and it was interesting to watch their problem of adjustment—their anxieties to not get too far from the buses, their one familiar contact with city life as they knew it. Their lack of understanding and appreciation of their surroundings, owing to the strangeness of the situation, was evident on first trips. However, a definite carry-over was noted in that it was found children persuaded their parents to visit these same recreational areas. Since the Los Angeles City School District is spread out over some 750 square miles from

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*AUTHOR is supervisor of Youth Services, Division of Elementary Education of Los Angeles City Board of Education.*

ocean to foothills, a definite effort was made to take the children from the beach area to the mountains and the foot-hill children to the beach.

One purpose of the trips is to acquaint children with government parks and facilities which are available free to the public. Emphasis is placed on the proper use and care of these facilities. For example: "We do not cut corners on trails or roll rocks down mountains" or "We leave picnic areas clean—no loose papers."

A teacher-consultant in science and nature study prepared an altitude guide of flora, complete with leaf specimens which could be found at different altitudes along the bus route, as well as of geological information. This material was placed in the hands of the excursion directors as interpretive aids to "what we see."

Snow trips were particularly popular with our southland children, since many Californians (even adults) have never been in snow or experienced a snow storm. As one little boy in his "thank you" letter expressed it, "We had snow fights, we slid down the hill, we had fun and I wasn't ascaird a bit on the bus." His reference to not being "ascaird" on the bus is understandable when one thinks how overwhelming the first experience of looking over the edge of a winding mountain road down into canyons several thousand feet deep can be to one who is accustomed to flat areas. The vastness of one range peering above the next, as far as the eye can see, is in itself an awesome sight.

During the early years of recreational trips, other groups were the recipients of the gracious hospitality of the Quartermaster's Remount Station at the Kellogg Horse Farm in Pomona. Laying aside their daily duties, the personnel in charge waived the usual admission charge and put on special shows for our children. One of these was given in the driving rain. After months of drought, the heavens suddenly opened, letting forth a deluge reminiscent of the

**School buses should not be idle during the summer. Their use for recreation purposes began in 1947 as part of the Youth Services program of Los Angeles City School District.**



days of Noah's Ark. So while the children sat snugly in covered grandstands, the Shetland ponies skidded the chariot wheels through flying mud, amid excited cheers, and Arabian horses performed their acts. "We couldn't disappoint all those children," said the major as he left the field to change his muddy, soaked uniform.

There is a "Days of 49'ers" ghost town replica built on the premises of the famous Knott's Berry Farm. This too has been visited, and the "Sheriff" had his liveliest day since the town was built keeping the over-curious from over-exploring interiors of wagons and other intriguing attractions.

The Youth Services Section scheduled trips by school bus to the Griffith Park Zoo and Planitarium, to concerts, swimming and skating parties, and inter-school play days, as part of the recreation program.

These trips have become so popular that the Los Angeles City Recreation Department now leases school buses for similar trips for the children attending the municipal playgrounds. The use of school buses for recreational purposes also has made possible the splendid day camping program offered by the elementary division of Youth Services. One hundred fifty-eight children a day from various sections of greater Los Angeles are taken from school playgrounds to Griffith Park where the day camp program is held.

The safety factor of transportation of children is of great concern to the Los Angeles Board of Education and its employees. Los Angeles school buses have had an enviable record of accident-free trips. They have transported nearly 100,000 children since 1947, in Youth Services sponsored programs, without a single injury enroute. This factor alone gives parents a sense of security in permitting their children to participate in school conducted activities. This fine transportation record, coupled with excellent, alert supervision and a challenging program, spells success for this portion of the Youth Services program.

**We planned sea coast destinations for those children who had never seen the ocean and who could not believe that this was the Pacific, although it is so close to their homes.**



# New Year's Resolutions of the



## RECREATION EXECUTIVE

► **I am a recreation executive.** That's what I am called. And I have nobody but myself to blame for it. I wanted to be a locomotive engineer or a cowboy but I turned off the track somewhere, and here I am. So I hereby resolve to make the best of it and have some fun.

*Executive; execution; to execute. . .* I will not hang the public, behead my board, electrocute the ideas of my staff or kill the program through neglect. I will choose another definition: to perform, to fulfill, to complete. I will try also to learn the meaning of recreation and figure out how these things should be blended. This will be my project for 1953.

Prior to becoming a recreation executive I was a human being. I had a family, interests of my own, time to myself, privacy, and other good things long since forgotten. I resolve that I will try to get some of them back. In my spare moments I will practice saying the word "no," gently, firmly, convincingly. I will taste some of the medicine I have been dispensing so liberally and see how it affects me. I shall try to become more a part of my family, and not be pulled away from home and children.

*I resolve to pretend, once in awhile, that I am a stranger in my town and take a fresh look at its people, its politics and its prejudices. In those moments I will forget what can't be done and why and remember the promise it once held before I accepted the local facts of life.*

If *Disgruntled Taxpayer, Irate Mother, or Disappointed* should turn their attentions elsewhere, I will still remember that the community is made up of individuals and that my job is to cultivate and protect their individuality during their leisure. This goes double for boys and girls out at the military camp, and realizing that their transplanted roots cannot go down very deep in that soil. I will help our community provide the rich warmth for which they hunger.

*I resolve not to tread the straight and narrow pathway of self-interest and single-mindedness. Instead I will explore the broad highway of community cooperation. I will seek out comrades in other agencies like my own and will widen my circle to include the workers for housing, education and social welfare.*

*I intend to repaint the welcome sign and cordially invite my staff and those with whom I work to come into my confidence. I shall seek to return their calls. Together we will share the pleasure of deciding where we are going, after we have reflected on where we have been. Evaluation will be a part of our regular order of business. Change will be recognized as one of the constants.*

*I re-resolve to tighten up the loose nuts and bolts in my own machinery. I will delegate responsibility, and not as an Indian giver. I will tackle the hard unpleasant tasks first. I will graft the thick skin around the tender heart. I will look up synonyms for those worn-out words in my vocabulary. I will glance in the mirror to see if my mission is showing too much.*

Although I often may be caught performing the work of a clerk, coach, plumber, maintenance man, practical nurse, solicitor, reporter or bouncer, I know that my job is a profession and I resolve to be more professional. Aware that the world-wide recreation movement is made up of many parts, of which my program is one, I will make it contribute to the strength of the whole. Therefore, I will dig those questionnaires out of the wastebasket and answer them conscientiously. I will get going on those committee assignments. I will renew my memberships in my professional and service organizations. I will participate in the conferences and workshops and encourage my staff and associates to do likewise. I will look out for young recruits and encourage them to take the path I took. Maybe it wasn't a wrong turn after all. It certainly has been fun. *I resolve to keep it that way.*

## New Year's Resolutions

of the

# RECREATION PROGRAM LEADER



► I am a recreation program leader, or at least I think I am a leader, and I hope the programs are recreation. Maybe with the New Year staring me in the face I had better take a good close look. What kind of leader am I anyway?

I know that there are leaders and teachers who are remembered for years—favorably. I can even remember some who treated me with courtesy and good humor and patience and understanding. Am I one of these? *I hereby resolve . . . . .*

I am a human being, and other people are also human beings. Do I act like one and do I treat others as if they were? Am I aware of children or members of my groups—whatever age—as individuals? Do I know their interests, their likes and dislikes, their wants and needs? Am I helping them *live their lives*—and am I *living my life*? *I hereby resolve . . . . .*

Have I become mechanical, perhaps even slipshod and thoughtless, following blindly the lines of least resistance? Or do I still carefully plan programs which stand out, good times that are so attractive that no one can resist them, happy occasions which help establish new and exciting interests which carry over into the precious lives of those who follow where I lead? *I hereby resolve . . . . .*

Do I share my program planning, remembering that the more a program calls upon its participants for ideas, planning and leadership, the more effective it becomes?

Do I work with *children* in a group rather than with a *group of children*? There is a difference. I shall open my eyes and ears and heart, so that I'll never neglect the shy, the rejected, the unruly. *I hereby resolve . . . . .*

Do I keep lots of good new activity ideas and information at my fingertips and strive constantly to brush-up my own leadership techniques? Whenever possible, I shall take advantage of any training opportunities that come my way and achieve real growth in my job. I'll stop making the excuse that I don't have time to read. Good leadership standards will be as familiar to me as my own right hand, and will be used as much. *I hereby resolve . . . . .*

Do I keep constantly in mind that, as long as I am a rec-

reation leader I am a member of a profession? And do I realize that one of the characteristics of my profession is service to others? Am I keeping pace with the movement, even if I have to buy a book or pamphlet out of my own pocket once in a while and spend some of my own time at a library digging out new material? *I hereby resolve . . . . .*

I have a boss who has some problems himself. He needs my help as I need his—from time to time. Do I take responsibility gladly for at least my share—and then do something about it? Do I keep the boss well informed of developments so that he can answer unexpected questions? Do I give the kind of cooperation up that I expect to get down? *I hereby resolve . . . . .*

Our program is judged, our entire agency is judged, by what people see, whether they participate or not. Judging is done at unexpected moments, not just when all is assembled for inspection. And by and large people make judgments on the basis of what they see other people doing. Am I careful to help create as good an impression of our program and agency as I can at all times, even when I'm worn out? And do my telephone voice and my telephone manner help me out? *I hereby resolve . . . . .*

Hard as I work, and I admit it, I am only one member of a great team of recreation workers. There is more to do than all of us can do right. Am I helping all I can to share with other leaders what I have learned? And does my pride let me learn a few things once in a while from them? Am I taking the fullest advantage of every opportunity to improve my skills? Am I watchful of the ways I spend my working hours? Do I use as much care in budgeting my time as I do my money? *I hereby resolve . . . . .*

I am working at one of the important jobs of my generation. Play hours are priceless, not so much because they are scarce as because they are so easily misspent. Man was not made to work so much as he was made to live. I have an important place in living. And if I can, with help, keep these resolutions I will have an even more important place.

# *How to Start a* **COLLECTING HOBBY**

Wm. Paul Bricker

One of the most natural habits of mankind and of many other living things is the habit of collecting. The small boy collects odd looking stones, toads, snakes, and other things, generally to his mother's despair. The small girl collects dolls and tries to become a little mother. As they grow older, their collecting habits change. The stones take a more selective form, with sometimes an Indian arrowhead added. The toad gives way to a pair of goldfish and the dolls are supplemented by sewing and crocheting. Our collecting habits change many times during the early years and, except for that period when "boy meets girl" and the romance of the young adult overpowers all other interests, there is always room for some interesting pastime.

Where man differs from the ape is in applying intelligence and usefulness. The animal will collect anything that attracts him, whether it has any useful purpose or not. The accumulation of nuts and other food by squirrels is a form of collecting, but it is primarily a safeguard against a long winter. In the same fashion, man saves money against the time when he will need it. If the money, that man saves, happens to be Indian-head pennies, then collecting becomes a hobby.

A hobby can be anything that a man will do in his leisure time for relaxation or pleasure to take his mind off the trials and tribulations of everyday life. This diversion can take several forms—collecting, games, sports, creative work, and others. At least one of these forms is indulged in by nearly everyone at some period in his life, and

the form adopted depends on the physical and mental make-up of the person involved.

Everyone thinks that his own pet hobby is the best and often belittles the other fellow's. The tennis player can't figure out why anyone would hit a little white ball all around a lot of acreage with a long stick. The bridge fiend scorns the canasta addict. The antique collector considers stamp collecting a waste of time. This could go on and on, but they all have one thing in common—they are hobbyists. One of the most pitiful sights is that of someone without anything to do after punching the time clock at five P.M. You may say that the movies, television, prize fights, baseball, and so on answer this need for something to do, but you are wrong since these diversions are mass entertainment in which your participation is passive-amusement at no expense to your brain and energy.

Everyone should have a personal hobby and it is not haphazardly that doctors prescribe such a thing for the overwrought, overworked, business man. This might give you the idea that the care and feeding of a hobby horse is a rich man's pastime. This is far from the case. You may not be able to afford the collecting of eighteenth-century porcelains, but you can collect the various minerals in the neighboring quarry.

Don't wait for the doctor to prescribe something for your ulcers, believe me, they are not worth collecting. When he tells you to take up a hobby, don't growl at the bill he sends. The

peace of mind that you will attain by paying attention to him is worth many times the fee for his advice.

Pick the hobby in which you can become most interested. Also consider others in the household. Don't be like the man who took up fossil collecting and absentmindedly placed an Indian skull on the bedroom dresser without first having warned his wife. He is now collecting butterflies.

There are dealers who cater exclusively to the desires of the particular collector. Many worthwhile hobbies have given rise to national organizations, and all of them have local clubs where fellow enthusiasts can get together and compare notes.

To assist you in getting a hobby started in the right direction, with the minimum amount of effort, I suggest the following simple rules of procedure.

## **Selection of a Hobby**

There are many things to be taken into consideration.

1. TEMPERAMENT. Some people react primarily to beauty and like to have beautiful things around them. These collectors should go in for the accumulation of items that attract the eye, such as porcelains, buttons, and prints. Others prefer a historical background and therefore should collect things that show evolution, such as antique furniture, printing, and so on. For the mechanically inclined there are mechanical banks, antique automobiles, and clocks. For those who are awed by the wondrous works of nature, there is mineralogy and insect collecting. For ear appeal, there is music and the col-

lecting of rare phonograph records.

2. SPACE AND LOCATION. Before selecting a hobby it would be well to consider whether or not we can continue it, owing to certain limitations. If you live in a small apartment you are limited by space. You may want to collect bulky things, but you would be much wiser if you would stick to hobbies that lend themselves to a confined area, such as stamps, coins, first editions, phonograph records, prints, and so on. If you live in the country you have room to spread out.

3. FINANCIAL. Cost can be very important. Everyone has a good idea about what he can afford to spend on a hobby. There are many hobbies that require very little money to get started.

For every millionaire specialist, there is a vast army of ordinary collectors, like you and me, whose sole pleasure is in accumulating the things we like, that we can afford. When you start envying the wealthy collector, you'd better start another hobby. It is the same as the amateur and professional in sports. The amateur loves his sport for the pleasure he gets out of it, while the professional is interested in the financial return involved. Of course there are exceptions. Therefore a good rule to follow in collecting is to be an amateur at heart. Then if, in your quest, you do happen to pick up a sleeper (an object with no apparent value that turns out to be valuable), you will experience great satisfaction.

#### After the Hobby is Selected

We have now come to the point where, through careful thought, you have made your selection. It is often the case that the embryo collector will become interested in more than one hobby at the same time, which might have a tendency to become confusing. When such a thing occurs, follow the line of least resistance. Accessibility and ease of obtaining additional specimens is an important factor. Soon by the process of elimination, you will find yourself specializing in one line. Many people have more than one hobby, but usually one is well on the way before another is started. Even in the hobby you finally select, it is possible to specialize on a particular phase.

There are two methods of learning all about your hobby. First, by starting your accumulation, and through trial and error you learn about it. You can then buy or borrow books on the subject as you go along, or consult with experts to increase your knowledge. The other method is to read first everything in sight about the subject and govern your collecting accordingly. Since I have followed both courses in starting various collections, I find that the first method is considerably more interesting and educational and, when the time comes to buy the more specialized books, you are more apt to understand what the writer is talking about. Of course I do not include magazines in this category as they are a "must" right from the beginning.

There are certain orderly steps to be taken:

1. Familiarize yourself with the eye appeal of the subject. Visit museums, browse around shops that cater specifically to your wants. The classified section of the telephone book will list them. Visit the homes of friends who have the same hobby and look over their collections.

2. Investigate the companionship involved. Find out if there is a group of fellow-enthusiasts in the neighborhood who meet regularly for mutual enjoyment and attend one of the meetings. The dues of these organizations are usually small in comparison to the good obtained from them. These groups occasionally have experts lecture to them on the subject. Outings are often arranged and periodically, in conjunction with other clubs, an exhibition is held which attracts wide public interest. If you have attended one of these you probably have noticed a ribbon or award attached to a certain entry. Only a hobbyist knows the thrill of earning this distinction. If for no other reason, the good fellowship among brother collectors is worth everything.

3. Subscribe to magazines that specialize in your hobby. There are many avocations that have periodicals devoted exclusively to them. Some magazines have several classifications in the same issue, but there is hardly a hobby that doesn't have some regular pub-

lication for enthusiasts even though it may be only the monthly report of a society.

4. In order to conduct a hobby intelligently it must be done in an orderly fashion. Some hobbies can need equipment to help in the collecting. For example, to collect minerals you need a stone mason's hammer and a sack to carry your specimens, and for collecting insects you need a net. However, all hobbies require equipment for housing and study whether it is a shelf, cabinet, or album. Naturally each individual hobby has its own particular list of accessories.

There is nothing more to do now except go ahead and collect to your heart's content. The possibilities are many. For the studious there is research in the many fine specialized books on the subject and the excellent collections in the museums. There is also the possibility of turning your hobby into a livelihood. During the early part of the depression, I knew a man who lost his job when his firm collapsed. He had been a stamp collector all of his life and had a very fine collection, so much so that he rented a "hole-in-the-wall" and became a stamp dealer.

There is another case of a woman who bought broken-down music boxes and repaired them. She found out that her hobby became profitable. Making money out of your hobby is not to be confused with putting money into it for the purpose of having the finest collection in existence. Always remember that no one has a complete collection of anything, so get some fun out of it and be an amateur. If you are able to make some money out of it, all well and good, but don't make this your primary purpose.

The nervous tension under which most of us live has to be balanced by an outside interest. The money spent for phenobarbital can just as easily be spent on some worthwhile pastime and instead of relieving a case of nerves by drugs, prevent them by taking up a hobby. Don't have butterflies in the stomach—collect them.

Reprinted from *The Complete Book of Collecting Hobbies*, through the courtesy of the author and Sheridan House, New York.

# *Planning a* GOOD GROOMING PROGRAM *for Teen-agers*



Monte Melamed and Seena Salzman

**A**N excellent opportunity exists for the development of a good grooming<sup>1</sup> program in community centers and social recreation agencies, where boys and girls meet in social situations. In fact, good grooming has a definite place in almost any agency program or setting where work with young people is undertaken, such as, the 4-H Clubs, the Girl Scouts, YM and YWCA, the YW and YMHA, the Campfire Girls, and the social settlement houses and neighborhood centers.

During the 1952 programming season, the Teen-Age Council of the Grand Street Settlement<sup>2</sup> planned and sponsored a good grooming and charm course for teen age girls. Aside from being of immeasurable help to the fifteen girls who attended the class regularly, the course also served as a very positive influence in motivating better personal care, hygiene and dress among the other members and club groups in the settlement house. Many members, including staff workers, suddenly became good grooming conscious.

It was the writers' good fortune to work closely with the Teen-Age Council in planning the good grooming program. The members of the Planning Committee of the council readily agreed that the course, if it were to be effective, would have to be made very interesting and colorful in order to appeal to, and retain the attention of, the membership. To that end, we planned each of the six sessions very carefully and thoroughly, used a great deal of imagination in publicizing the course, resorted to the use of colorful visual aid materials and films, distributed freely a wide variety of pamphlets, charts and fashion magazines, and invited, as "outside" speakers, experts who were up to date

<sup>1</sup> Good grooming, as used herein, may be defined as involving general fitness, body cleanliness and social hygiene, facial skin care, care of hands and hair, good posture and proper clothing.

<sup>2</sup> The Grand Street Settlement, 293 Rivington Street, is a non-sectarian neighborhood house and community center, located in a low income area of the Lower East Side of New York City.

**MR. MELAMED** is now with Federation of Jewish Philanthropies, director of Henry Kaufman Campgrounds. **MISS SALZMAN** is group work supervisor of Grand Street Settlement.

on the newest techniques and styles on hair, clothes and fashion.

A typical six-week good grooming and charm course may be set up in the following manner:

## **A Good Grooming and Charm Course for Teen-Agers How to be Attractive in Six Easy Lessons**

### *First Session*

#### **Part I Introduction**

- (a) Get acquainted
- (b) Brief discussion of the contents of the course
- (c) Individual and group photographs by the Photography Club of the center for "before and after" comparisons

#### **Part II Personality as a Factor in Beauty**

- (a) Personality analysis
- (b) Distribution of literature and good grooming aids

### *Second Session*

#### **Part I Poise and posture**

- (a) Standing and walking, posture and carriage
- (b) Sitting and rising
- (c) Ascending and descending steps

#### **Part II Glamorize your figure**

- (a) Appropriate setting-up exercises for body development (Members are urged to come properly attired in gym shorts or "jeans" and athletic shoes, so that they can more readily participate in the exercises.)

### *Third Session*

#### **Part I Care and hygiene of hair**

- (a) General hair care equipment
- (b) Combing, brushing, cutting, and styling of hair
- (c) Shampooing, waving, and setting of hair

#### **Part II Modern methods of make-up**

- (a) Care of skin, face, and hands
- (b) Make-up techniques
- (c) How to give oneself a manicure as professionals do it
- (d) Discussion of skin care equipment and products

#### *Fourth Session*

##### Part I Personal hygiene

- (a) Body cleanliness
- (b) Dating and social etiquette

Part II Good grooming films

- (a) *Miss Dunning Goes To Town*
- (b) *Are You Popular?*

#### *Fifth Session*

##### Part I Clothes and fashion

- (a) The proper care of clothes
- (b) Wardrobe recommendations and accessories
- (c) Discussion of fashion and how to make last year's clothes conform to current styles

Part II Review

- (a) Poise, personality, and posture
- (b) Make-up and hair care
- (c) Clothes and fashion

#### *Sixth Session*

##### Part I Show and modeling

- (a) Modeling techniques
- (b) Wearing of clothes
- (c) Certificates for satisfactory completion of the course



Good photographs can help in the promotion of such a course. These appeared in the *New York Daily News* with the following caption: When seated, try to present a picture of poise, not an awkward, sloppy posture, as at right.



##### Part II Social and party

- (a) Friends and parents invited
- (b) Photographs (Individual and group photographs taken by the Photography Club of the center.)
- (c) Social dancing and refreshments (Prepared and served by the members of the class.)

The class would meet weekly for ninety-minute sessions consisting of a thirty-minute informal presentation, followed by approximately ten minutes of questions and discussion. A five-minute recess would follow, and then the second part of the evening would begin with a thirty-minute presentation, followed by another ten-minute question and discussion period with group participation. The session would end with a brief summary of the evening, followed by some pertinent announcements regarding the next meeting of the group.

Some suggestions, which grew out of our experience from the course at Grand Street, plus some resource material which we found to be most helpful, are summarized herein for those group leaders who may be interested in setting up similar good grooming programs for teen-agers in their respective centers.

#### **Some Guiding Principles**

1. Individual and group photographs should be taken of the class, preferably by the members of the center photography club for before and after comparisons.
2. The local press should be invited to cover the course and publicize it. At the same time, send out your own publicity releases to the press.
3. Invite representatives from well known beauty salons and schools of fashion to serve as guest speakers, demonstrators and resource people.
4. From the very beginning, try to create a relaxed, friendly atmosphere; arrange the room informally with appropriate charts and literature displayed for each session.
5. Present the classroom material in an impersonal manner; try to avoid making any individual feel too self-conscious. Members of the group seeking special help

should be handled through individual conferences or appointments.

6. As much as possible, demonstrate what you are talking about and, whenever possible, use the students as participants.

7. Include the membership in the planning and conduct of the good grooming program, for only then are you certain that your material will be geared to the needs and interests of the group.

#### **Helpful Resource Material**

1. *Better Start . . . With Good Grooming*, a general grooming unit for use in junior and senior high schools, colleges and teen-age clubs. A teaching manual, *Guide For A Good Grooming Program*, is part of a good grooming unit which includes the following material: colored poster,

"Honor Your Partner"; wall chart, "Facts about Perspiration"; wall chart, "Grooming For Girls and Boys"; good grooming leaflets, *Now Is The Time* and *Give Yourself a Boost*. Available free upon request from the Educational Service Department, (R-1-3), Bristol-Myers Company, 45 Rockefeller Plaza, New York 20.

2. *Young Beauty*, a thirteen-page booklet containing many excellent good grooming aids on looks, skin, hair, figure, weight, hands, smile, eyes, and make-up. Each \$.10, three for \$.25. Write to the Reader Service Department, *Seventeen* magazine, 488 Madison Avenue, New York 22. You may also obtain a "Magic Mirror" beauty quiz by writing to *Seventeen at School*, at the same address, for \$.05 per copy, ten for \$.25, twenty-five for \$.50.

3. Instructional folders and brochures: *Correct Selection of Make-up*; *Correct Application of Make-up*; and *Fashion Color Chart*, are available free to teachers and leaders from the Revlon Products Corporation, Educational Department, 745 Fifth Avenue, New York City.

4. Three informative teaching aids are available free upon request from the Barbara Gould Corporation, 35 West 34th Street, New York City. The leaflets are: *Dry Skin; Oily Skin*; and *What Is Your Skin Problem?*

5. Teacher copies of the booklets, *Your Skin and You* and *Your Complexion Care* are free. Write to Ponds' Extract Company, 60 Hudson Street, New York City.

6. An appealing brochure, *Boys On The Beam*, dealing with the etiquette of dating, is available for \$.05 from the American Social Hygiene Association, 1790 Broadway, New York 19.

7. The following booklets, excellently prepared, are available free from the New York Tuberculosis and Health Association, Inc., 386 Fourth Avenue, New York 16: *Know Your Son; Know Your Daughter; Preparing For Marriage; Parents—Tell Your Children; Your Child's Questions—How To Answer Them; and Group Workers' Guide on Social Hygiene* (limited supply available for organizations within New York City).

8. A rating scale and chart for taking a personal inventory entitled "You and Your Charm" is available free from The Home Economics Department, Maltex Company, Burlington, Vermont.

9. The day by day details of a four-week "Beauty and Charm Course," prepared by Anita Colby, and published in the August issue, 1951, of *Cosmopolitan* magazine, 57th Street and Eighth Avenue, New York 19.

10. A magazine article, "Secrets of Charm for the Plain Girl," published in the March issue, 1951, of *Coronet* magazine, 65 East South Water Street, Chicago 1.

11. A pamphlet entitled *Teen Time* is one of a series of seven booklets published under the caption of "Guideposts to Mental Health" by the Department of Mental Hygiene, State of New York, State Office Building, Albany, New York. Available free upon request.

12. An interesting brochure on cleanliness entitled *The Bath and You* is available free from the Cleanliness Bureau, Department R, 295 Madison Avenue, New York City.

13. A feature story of the Grand Street Settlement Charm

Course by Antoinette Donnelly. The *New York Daily News*, Sunday Editions, May 18, May 25 and June 1, 1952.

14. Selected magazines and periodicals, such as *Made-moiselle*, *Charm*, *McCalls*, *Seventeen*, *The Family Circle* all have special fashion and grooming features and editions from time to time, which make interesting reading and good class reference material.



A good posture contributes to health, as well as to poise and beauty. This can be achieved through setting-up exercises and practice.

#### Some Selected Film Resources

1. *Miss Dunning Goes To Town*, a 16mm sound color film, running time 27 minutes, may be borrowed without charge from Association Films, 347 Madison Avenue, New York 17. An appealing introduction to the subject of good grooming.

2. *You and Your Friends*, a 16mm sound film, running time 7 minutes, may be also borrowed free of charge from Association Films.

3. *Are You Popular?* a 16mm sound, color film, running time 10 minutes is available from Coronet Films, Chicago.

4. *Body Care and Grooming*, a 16mm sound film, is available for a rental fee of \$5.00 from the New York University Film Library, Washington Square, New York 3. This film develops the theme that good grooming begins with personal care. Men and women of college age are shown demonstrating good practices for the care of the skin, hair and teeth.

5. *A Modern Guide to Health*, a 16mm sound film, is available for a rental fee of \$2.00 from the Columbia University Film Library, 413 West 117th Street, New York 27. This cartoon film provides a few common sense health rules which can be easily adopted by anyone. Although the treatment is humorous, the suggestions for combating slovenly posture, unsuitable clothing, and nervous tension are very sound. Produced by British Information Services.

# COMMUNITY CENTER HOUSEKEEPING

The first of a series  
of badly needed  
articles on this  
subject.

• When we work in a place, day after day, we become accustomed to our surroundings and often immune to many of the things which, to the outsider, immediately stamp our center as well-kept and efficiently managed or untidy, disorganized, and in the charge of a careless housekeeper. The first time we notice a small tear in the stage curtain, a loose rung on a chair, a tilted lamp shade, a dimly lighted hallway, or an electric cord that is frayed, a mental note registers "That must be fixed." However, with so many other duties to be performed, many of these little "odd jobs"—the stitches in time—are bypassed; and then gradually we look at the faulty objects, and are so used to seeing the defects, they no longer make an impression upon us.

*Now is the time!* Take an inspection tour of your center; and look at everything anew—with the eyes of a visitor seeing the place for the first time. Carry a scratch pad and jot down every little thing which needs attention. Keep these notes handy where they will be a constant reminder, and check off the items as the required repairs and changes are made.

Here is a basic list of things to watch for; add other items which are pertinent to your own center.

1. *Windows.* Are they clean and clear, washed regularly? Do any panes need repair or replacement? Is there loose putty which should be replaced before more serious damage results? Do they fit closely, open and close easily, lock properly?

2. *Curtains, drapes, shades.* Do they hang neatly and correctly, hems all the same distance from the floor, rods inserted properly, gathers or pleats evenly spaced? Are they clean and well pressed? Would inexpensive tint-

ing or dyeing improve their appearance? Are any minor repairs needed? (Have you tried block-printing on plain colored drapes to rejuvenate them; or using rows of tape or braid to reinforce weak places; or appliqueing designs to cover holes?)

3. *Pictures, wall hangings, plaques, and other wall decorations.* Are they clean, have they been taken down and thoroughly dusted recently? Are they securely and safely fastened to the wall? Are any repairs needed? Do they have a purpose or contribute to the attractiveness of the room? Do they "belong" where they are? Are they properly placed—hang straight, right height, well grouped? Is the subject matter interesting or attractive? (If you have monstrosities which are gathering dust on your walls for no rhyme or reason, why not remove them and replace them with fresh, decorative ones—a project for your art groups—or murals, or the new scenic wall paper?)

4. *Light fixtures, lamps, electrical outlets, switches, cords.* Are outlets adequate in number and conveniently located? Are lamp cords out of the way so they won't be tripped over, stepped on, or converted into a fire hazard because of undue wear or strain? Are switches all in good working order? Are light fixtures and lamps placed so as to give adequate illumination throughout the center? Are light bulbs all serviceable and the proper size to give maximum efficiency? Is metal on fixtures polished? Are shades on straight? Do they need washing, cleaning, repairing, re-trimming, replacing? (Re-vamping the shades would make a good club or craft group project.)

5. *Furniture.* Is upholstered furniture clean and in good condition? Are there soiled spots which should be removed

with cleaning fluid? Are there small tears or holes which need mending? Are there any pieces with springs which are loose or beginning to sag? Are there pieces which should be removed from use until they can be fixed so that the damage does not become irreparable? Do leather pieces need saddle soaping or other treatment to preserve them? If slip covers are used, do they fit neatly and well, are there adequate fasteners and are they secure? Would dyeing, re-cording, or trimming them improve their appearance and length of wear? Are pieces made of wood or composition well polished? Are the undersides of chairs and tables serving as parking places for old chewing gum which should be removed? Are chairs and tables sturdy and firm? Do screws or bolts need tightening or replacing? Are there spots which are slivered and need to be sanded, or cracks and holes which should be filled and refinished? (One of the older boys' clubs or woodworking classes could make many of the required repairs.) Are the pieces arranged conveniently and attractively in the rooms to give maximum usage and comfort?

6. *Baseboards, moldings, window ledges, and other woodwork.* Are they clean? Have all vestiges of old party decorations (nails, thumbtacks, pins, bits of paper, scotch tape, wires, string) been completely removed? Are any minor repairs needed—protruding nails and screws driven in, missing ones replaced, loose pieces securely fastened, broken sections replaced? Are there cracks or holes which need to be filled? Does paint or varnish need re-touching? (A minor repair now may save a costly major repair later.)

(To be continued in February)

**One advantage of this sport is its appeal to all age groups, not to teenagers alone. Today's statistics show there are 17,000,000 annual followers.**



## **ROLLER SKATING is Here to Stay!**

**W. L. Childs**

● This has been enthusiastically acclaimed by the 2,400 students at New Trier Township High School, located in Winnetka, Illinois. The sound of roller skates, laughter, and music blend harmoniously in the school gymnasium. Students, faculty, and parents have united in ardent support of, and participation in, this relatively new enterprise; and the results have been worth noticing!

Roller skating has proved itself to be one of the answers to the age-old problem of providing adequate physical activity for the bumper crop of children now taxing existing facilities. At the moment, although this activity is not completely without precedent, it is certainly untried in many school systems. While roller skating is still in the experimental stage at New Trier, having started only two years ago, it has met with such popular acclaim that

it is now a very permanent and worthwhile feature in the school's curriculum. There is a good chance, therefore, that other schools and organizations over the country may be able to profit from this example.

The plan originated twenty-five years ago when Mr. Clerk, then superintendent of the school, notified Mr. W. L. Childs, Head of the Physical Education Department, that he would have to do something to keep the students from disturbing classes during the last part of their lunch room period. Some activity was needed that did not need promotion, did not require a change of costume, and in which a large group could be accommodated. Roller skating seemed to offer an answer to the problem, but steel and fibre skate wheels skidded on and marked the floor, so contact was made with a rubber company in an attempt to make a rubber tired wheel that would not skid or mark the floor. Several sets of these were tried out, but, before a satisfactory wheel was perfected, the lunch

room problem was solved by shortening the lunch room period and the skate project was dropped but not forgotten.

A few years ago roller skating was again suggested as a recreation activity. Taking the leading role for the students in the promotion of skating parties was Martin H. Burns, Jr., of Winnetka, a senior and head of the Student Recreation Committee of the Student Council.

Space presented no problem. New Trier's gymnasium floor is 90 feet by 134 feet, an ideal size for roller skating. There was, nevertheless, a problem involved in the issuing and storing of skates, because New Trier has no equipment room in connection with the gymnasium. Since the gym is often used as an assembly hall, however, there are built-in storage closets for chairs; and it was decided that these would answer the problem. Although the closets were full of chairs, above them and directly behind the double doors there was sufficient space to in-

**MR. W. L. CHILDS is the Athletic Director, Emeritus, of New Trier Township High School, Winnetka, Illinois.**

stall two especially built cabinets, each holding one hundred pairs of skates. Each has one hundred pigeonholes five by five inches by fifteen inches deep, in five horizontal rows of ten pigeonholes each. Doors of the skate cabinets are closed and locked when not in use.

The next step was to arrange and mark the skates by size so that they could be issued efficiently and quickly. Smaller skates were issued from one cabinet, the larger skates from the other. In each cabinet the skates were arranged with smallest skates at one end. Every pigeonhole was numbered, and each skate was marked with the number of the pigeonhole where it belonged. In the beginning numbers were stamped on, but this proved so difficult and slow that a new plan of using typewritten numbers under scotch tape was elected. This method works fairly well, but an even better system is still being sought. Students approach the skate cabinets in relatively short and rapidly moving lines rather than one long and unwieldy line.

At first, individual students did not know what size skate they should have, and obtaining skates was very slow. To meet this dilemma, a quick and simple system of finding their skate sizes without individual fitting of skates was devised. By using a flat, wooden stick marked off according to sizes, similar to those used at shoe stores, students could determine their proper size. All skates are passed out by the attendant in exchange for the student's activity ticket, which goes into the pigeonhole where the skates were. The procedure is reversed when the skates are returned. For gymnasium classes, where students arrive at the same moment, the skates are arranged on a table, each size grouped together. A student returns the skates to the same place when he is through. There is no difficulty in getting skates back into the small pigeonhole if the skates are laid on the table with the wheels together and the heels together. The heels are inserted first, the straps do not protrude nor interfere with shutting the cabinet door.

The students skate to records, the most popular of which are waltzes and

organ music.\* At the first Hallowe'en Party over one thousand students participated in the various activities provided. Of course, everyone could not skate, but the majority could and did.

Thanks to its initial success, roller skating has become much more than just one of the activities at a gym-jam. Sponsored by the New Trier Parents Teachers Association with no charge to the students, the gymnasium was opened to students every Saturday afternoon for the Saturdays preceding spring vacation. The attendance was estimated from one hundred fifty to three hundred skaters per session.



In addition, a local church used the gymnasium for roller skating parties for their young people's society on Sunday evenings. Since then many other groups have followed suit.

The popularity of roller skating made it a part of New Trier's co-recreational physical education classes. During one week, all the boys' physical education classes roller skated. The entire week before spring vacation about one hundred fifty boys and girls skated together every period.

Without doubt, the roller skating program has been enthusiastically received and participated in by nearly 100 per cent of the student body. Mr. Gaffney has stated that it is one of the best projects ever undertaken and inaugurated at New Trier.

One of the major reasons for roller skating's success here is the fact that it was initiated and organized by the student body. Whenever the gymnasium is used for skating, the students themselves supervise the activity and organize its promotion. It is the old story of getting out of something just what one puts into it. The students have contributed much time, effort and enthusiasm in building up their roller

skating program. As a result, they receive a great deal of fun and wholesome enjoyment from it.

Also on the positive side of the ledger is the relatively low cost and inexpensive maintenance needed for this program activity. After the initial investment in the purchase of the skates and a few good dance records, there is no added expenditure, providing unused gymnasium space is simply converted to roller skating. It needs little supervision. The only overhead involved is the electricity used for the lights and for the record player. In addition to these encouraging factors is the fact that roller skating can become a possible source of income and be completely self-supporting. A nominal entrance fee can help to defray costs and to provide a profit for the purchase of new equipment.

Any activity which brings boys and girls together, provides them with laughter and fun, and also alleviates the awkwardness so often encountered between teen-agers when they try to meet on a casual basis is bound to be a success over-night!

As every parent and teacher knows, the teen-ager usually has time on his hands over the week-end. Girls and boys often band together with the hope of finding something to do. With roller skating open to all, they can meet without any difficulty, and the net result is an evening of happiness for all concerned. This activity meets the approval of educators and recreation directors, who find it keeps youngsters off the streets and provides them with a healthful activity.

Dancing is always popular with the average high school student, the roller skating has the same underlying principles of rhythm, coordination, and music which both skaters and dancers enjoy. Inhibitions and awkwardness are forgotten.

It is an activity with unlimited and unexplored possibilities; because of its general appeal to all age groups, it can be used not only by high schools but also by YMCA's, YWCA's, the American Legion, and other service organizations, the recreation departments of cities, junior chambers of commerce, and many others.

\* See RECREATION, December 1951, p. 402, for list of records for skating.

*This is the second of a series of articles on Mr. and Mrs. Thomas E. Rivers' trip around the world to promote the National Recreation Association's global recreation service. Part I, which told of the visits to Portugal, Spain, Italy, and Greece, appeared in the December issue of the magazine.*

## *A Global Look at*

### PART II

#### Egypt

Recreation in Egypt, as we understand it, is in its early stages and is carried on by four different ministries of the government. Two items stand out:

1. The very significant work being done in the villages of Egypt which, according to a four-year study recently completed by the Rockefeller Foundation and reported in the *New York Times*, are the most unsanitary places to live found in any part of the civilized world. The experiment being carried on was the use of high school students to develop social and recreation programs in the villages. During the vacation period, boys and girls from sixteen to nineteen years of age, after a period of training, go and live in the villages, and there furnish leadership for games, dramatics, handcraft, music and social work in the homes.

2. Outside the schools, in the cities, the recreation program is carried on by a Department of Sports and Leisure Time Activities. We talked with Amin Sadik, and later spent the evening at one of his playgrounds where we saw a demonstration which included a basketball game, wrestling, tumbling, boxing and exercises. This playground is located in a tobacco factory district where they work hard and are very poor; and the boys and young men, according to Sadik, "do not have to be here; they come from the heart." This program started in 1941, with one playground; there are now seventeen. Those who attend become members (there is no fee). It started with thirty members. There are now twenty-five hundred. Sadik knows them all, by sight or by name.

My tribute to him as I spoke to his group brought a warm response, showing their admiration for his leadership.

A Fulbright leader, Joe Nygaard—former baseball coach

**MR. RIVERS,** Assistant Executive Director of the National Recreation Association, is also secretary of the National Music Week Committee. For many years he has been the secretary of the National Recreation Congress Committee.



Swimming, most popular summer sport at the American University of Beirut, has only recently become co-educational.

of St. Olaf's College, Minnesota—has introduced baseball to Egypt and it is getting underway with much enthusiasm.

#### Jordan

Having entered the Moslem land through Egypt, we flew around Palestine into the Hashemite Kingdom of Jordan. Road blocks, barbed wire, bombed buildings, and sentries along no man's land, reminded us that the Jordan-Israeli problem is not yet settled. This, plus very large unemployment, and the presence of innumerable refugees—living on relief in tents and caves—made it easy to understand when several different Arabs, Christian and Moslem, said to me: "There is little or no recreation. The people are too sad and hungry."

We saw several bare playing fields adjoining schools. One soccer field was left by the British, but it is now seldom used. The YMCA, in the midst of all this, is an oasis directed by an Arab Christian. On an improvised basketball court in the driveway, right under our window, we watched a basketball game. A fine looking group of young men—Arabs, Armenians, and others—were in the game room listening to music, and in the evening watching an American movie.

# Recreation

T. E. Rivers

In front of the "Y", an athletic field 75 by 300 feet, is being constructed. At 5:30 a.m. I looked out the window and saw Arabs crushing rock with hand tools, and donkeys four feet high—with loads of dirt and crushed stone—being hurried along by Arabs in red and white headpieces.

Labib Nasir's eyes shone as he visualized what this additional facility would mean to his program. We talked several hours about the needs of his people and what recreation could do to help relieve the tension that is undermining the mental stability of this ancient land.

In addition to the limited supply of literature I had with me, I gave him Joe Nygaard's book in English and Arabic on baseball and softball; probably the first copy to be in Jordan, as I had brought it from Egypt where it had just been printed in Arabic.

One Arab told me he feared for Arabic youth, whose idleness and frustration might lead them to welcome Communism on the basis that anything would be better than what they had.

## Lebanon

From Jerusalem we flew over the Bicaa Plains—said to be one of the richest soils on earth—into Lebanon. Lebanon, unlike some of the other Near East countries is 85 per cent literate. The American University of Beirut and the Beirut College for Women have had a real influence, and there are sports, folk dancing, music and other recreation activities in the city; but, for the country as a whole, the recreation program is in its infancy.

We had a two-hour conference with a staff of government officials responsible for recreation. An attractive young Arab woman from Palestine, who had studied in England, was our interpreter. They questioned us eagerly on theory and methods, told of their need for technical assistance, and welcomed the literature we brought.

In answer to a question, I summarized the recreation development in America, and showed them the NRA yearbook. Wadik Haddad jumped to her feet and exclaimed: "Oh, it sounds like heaven! When will it be like that here? We are poor and there is little money." She hesitated a moment and then added, "But we also know that where it is willed, a thing can be done."



Mrs. Thomas E. Rivers, with Mr. Rivers standing by, presents trophy to winner of table tennis tournament, Delhi, India.

We went away feeling that an idea had fallen on *Bicaa* soil.

## Pakistan

We flew across the Arabian sands to Karachi, the capitol of Pakistan, five-year-old Moslem state set up on the partition of India. We arrived in a full-fledged monsoon, but the meeting of leaders was held on schedule and we had representation from the army, navy, air corps, boy scouts, Ministry of Education, the local school system, and several key laymen. For two hours we discussed recreation, their problems, their resources, their leadership—or lack of it primarily. Their questions dealt with immediate pressing problems which were obvious on every hand in this new struggling nation.

The Deputy Educational Advisor for Pakistan received our recreation literature, told us a man had just been appointed to head up physical education and recreation. We also commended him on the selection of Miss Rachid, a brilliant young Moslem woman who had visited our office in New York just before I left, as a member of his staff.

In the American Embassy we discussed with Ray Lee, our cultural attache, the recreational needs of Pakistan. Mr. Lee, a six-foot Texan from Austin, said, "Mr. Rivers, what this country needs is not buildings but a few Jim Garrisons turned loose on them. Before you know it, you would have recreation all over the place. He is a man trained by the National Recreation School." I replied, "Yes, I know Jim. We trained him and three hundred others." That kind of training, the results of which Mr. Lee had seen in Texas, was what he felt was needed today in sorely pressed Karachi—a city originally of a quarter-million now swollen to one and a half million, filled with refugees, many of whom are living in mud shacks in hunger and frustration.

Here is seed bed for revolution. Here also is fertile soil for any program that will give a modicum of hope and some assurance that the democratic world does care for human needs in whatever part of the world they arise.

## India

On the other side of the line lies India. Four hundred million people—now free and independent—conscious of their need for technical leadership, short on food and water and houses, but proud both of their new freedom and their traditions and culture rooted in antiquity. They have set about bravely to reconcile the two; and in our field of recreation, this is coming about. I am happy that our NRA, at this psychological moment, could have had a share in that magnificent process.

India does not have one central recreation organization



Marble camels and lions serve as play equipment for little Hindu children in temple playground at New Delhi, India.

as we understand it; but many agencies—public and private—are related in one way or another to the recreation life of the people. There are organizations especially interested in reviving traditional games, dances, and festivals. I especially commended this.

In addition to individual conferences and tours of recreation facilities, there were four significant gatherings in Delhi:

1. Our mission was honored at a reception attended by a distinguished group of Indian educators, and political and social leaders. This helped to launch our week on a high level.

2. At an evening meeting at Delhi College, a special demonstration was put on for us by children of the *Balkan-Ji-Ki-Bari* and the National Cultural Association. The programs, beautifully staged, consisted of a chorus; an orchestra with ancient instruments—guitars, tanpura, *jal-tal-rang* (bowls of water played by sticks), violins and a bamboo flute; Indian dances—one classical, one peasant; and a lovely pantomime production of *Ali Baba and the Forty Thieves*. All the costumes were made by the children from things they had.

3. The next evening in a two-hour session we met with about twenty-five men carrying on recreation programs in various public and private agencies. We discussed their problems, needs, possible solutions, and the importance of having a strong central private organization to push recreation and serve local operating agencies.



Lovely native dancers, temples of gold, pagodas studded with colored ceramics help to give Bangkok its exotic character.

4. The fourth significant meeting was a small luncheon given us by Dr. Sushilla Nayar, State Health Minister and Director of Rehabilitation, a charming and able leader. Here, with several ministers, including the Chief Minister of Delhi State, we faced at this top government level what might be done to help recreation leadership in India, and together worked out essential steps.

We were surprised and delighted to learn that at Brila Temple, where Hindu and Buddha religions are merged, a play and recreation program is carried on. We visited the Bhangi Colony, the village of untouchables; we stood barefoot at the simple memorial to Gandhi and recalled the part he played in leading India into her modern era. We felt the beauty of the Taj Mahal. We saw thousands of refugees packed in tents and shacks.

As we left, a large group of Bari girls who had performed for us earlier in the week, and to whom we spoke, came to our hotel room and placed garlands of fresh flowers about our necks and bade us farewell.

## Thailand

In Bangkok at the National Stadium, where Thailand's college for training physical education and recreation leaders now has 350 students in their third year, we had a two-hour session on recreation with the faculty, officials of the department, and with representatives of various other agencies, public and private.

We saw a demonstration of games and dances, old and

new. A hurried tour revealed small playgrounds here and there; soccer fields, tennis courts, and very frequently a small playground connected with the temples. One very large, well-equipped playground was donated by a Chinese industrialist.

We were in Thailand just long enough to realize how fascinating a place is Bangkok. The people were friendly, efficient, and eager for ideas. They are independent and their eyes are to the West. Recreation will help to keep them there.

We arrived at the right moment, and the Thai leaders were warm in their appreciation of the NRA literature we brought, the help on specific problems, as well as the time we had given to observing and commenting on the facilities and discussing the relationship of the recreation program to democracy.

### Philippines

In the Philippines we were in competition with a typhoon but we were able to have several conferences and a meeting, obtain some information and, I think, be of some help.

Some thirty-five years ago, Ellsworth Brown had introduced softball, basketball and volleyball into the Philippines; and a foundation was laid that has formed an important part of the recreation and sports program of that nation.

Perhaps the most significant development that came to our attention, in its effect on the life of the Philippine people for the future, was in the Ministry of Education. Serafin Acquino, who attended the Boston Recreation Congress, told of the definite concept of using the schools for both the education and recreation life of the people. Last summer 1,796 teachers were brought to Manila for a six-weeks training course in physical education, recreation, folk dancing, music and games. They carried this program back to their pupils and their communities. The department also sends out institute teams of three people of different skills to give in-service training for one week in folk dancing, athletics and games. We were told that these teams have covered forty-nine out of fifty-one provinces.

The schools are community centered. Children are given projects that involve the parents. PTA's are reported as being active throughout the islands, and several examples

of their leadership were cited as community projects. The Adult Education Division is encouraging the revival of Philippine songs and folk dances. Here the American influence is strong.

### Hong Kong

Hong Kong is a keg of dynamite. Two and a quarter million to three million persons are crowded into a limited space. I walked through one section reported to be the most densely-populated area in the world. The housing shortage is acute; water is rationed; unemployment is serious. It is reported to be honeycombed with communists. Tension grips these people. Leaders are conscious that they are living in one of the last outposts of freedom in that part of the world. With this setting, to have some of Hong Kong's leading citizens publicly declare that, along with the urgent needs being faced, the "need for parks and recreation is of the utmost importance," should make all of us who have devoted our lives to recreation feel a glow of pride.

A Children's Playground Association, organized twenty years ago runs in high gear. It now operates nine playgrounds, and is supported by voluntary contributions.

I talked to Colonel Clague, one of Hong Kong's leading businessmen, who has given outstanding leadership to Hong Kong's recreation program. Colonel Clague said, "The only way we can get land is to remove a mountain or fill in the sea. We are doing the latter." He showed me plans for a reclamation project which would make available a five and a half-acre recreation area literally made from the sea.

The Hong Kong Amateur Sports Federation, a Chinese organization which has twelve thousand members, is putting on a campaign right now to raise one million Hong Kong dollars to complete a stadium. There are numerous private sports clubs.

We left Hong Kong greatly stimulated by the fact that here, in one of the most troubled spots of the world, thoughtful leaders were giving time and attention to recreation because of what it could mean to the human spirit in times of stress.

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*Our most extended service was in Japan. On this we shall report more fully in the February issue of RECREATION.*

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## Location of Social Centers

Preliminary to a referendum on Lighted Schools, the Chicago Recreation Commission made a study of the needs of communities for social centers. Its recommendations for the location of social centers in the schools are:

1. *Neighborhood Basis*—Each neighborhood should receive some form of recreational service. Duplication of services or the piling up of services in one community, at the cost of services to others, is to be avoided.
2. *Functional Basis*—Each center should be housed in a

facility which is functionally adaptable to the program to be offered. For example, it is impractical to use a room with low ceiling for active games and sports.

3. *Basis of Relative Social Need*—A higher priority is given to those neighborhoods where social conditions present an urgent need for a constructive youth program to offset negative influences. Areas of high population density, of poor living standards, and similar conditions will be shown higher priority.

4. *Basis of Community Support*—Centers are recommended only in those neighborhoods where it can be demonstrated that there exists a high degree of local interest and support for the program. Funds will not be wasted in areas where people do not wish to be served.



# The MAORI STICK GAME



**L**AST SUMMER I took four sticks to the Winnetka-Glencoe Girl Scout Camp and proceeded to turn it into an uproar. A few months later, my senior troop had the same experience. The phenomenon that cast the magic spell was the Maori stick game from New Zealand, in which two players tap and toss sticks in time to a rhythmic chant. The syncopation of the routines, plus the unusual coordination required, make it challenging activity for Intermediate and Senior Scouts (and their leaders). Once the girls learn how, it is hard to stop them from playing it.

The one requisite for the game is a pair of sticks for each player. The ideal sticks are those that the girls find in the woods and carve or paint in their own designs. They should be straight, one to one-and-a-half inches in diameter and twelve to eighteen inches long, and free from any rough edges. Both players should have sticks of approximately the same size. In the

absence of natural branches, old broomsticks or dowel rods from a lumberyard may be cut to size. Beginners can use rolled up newspapers, but these are not satisfactory for long because they do not make enough noise to emphasize the interesting rhythmic patterns.

One movement of the sticks is made for each beat of the chant. There are five basic movements:

*Clap:* hit own sticks together, upright (Fig. 1).

*Tap:* hit tip ends of sticks on floor one at each side of player (Fig. 2).

*Drum:* hit sticks on floor beyond the knee, holding them the way a drummer hits a drumstick (Fig. 3).

*Flip:* toss sticks in air, turning them once, and catch other end (Fig. 4).

*Throw:* throw stick to partner with an upward motion so that the stick drops into her hand easily. The sticks

are thrown gently in a vertical position (Fig. 5).

Taps, claps, flips, and drums are done with both hands at the same time. Both players do the same thing. Throws are done with either the right (R) or left (L) hand, or as doubles (D) with both hands.

Players kneel, sitting back on their heels, facing each other, their knees about a foot apart. In throwing sticks to her partner, each player must throw her stick straight across, so that the two sticks do not collide in mid-air. Thus in a right throw, player A would throw straight across from her right, and player B would throw straight across from her own right (Fig. 6). On the double throw, one player must throw both of her sticks in the center while the other player throws hers outside (Fig. 7). They decide beforehand who throws to the center.

MISS CASSELL is a leader of a senior Girl Scout troop, Winnetka, Illinois.

Fig. 1

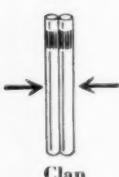


Fig. 2



Fig. 3



Fig. 4

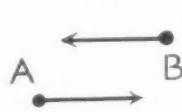


Fig. 5



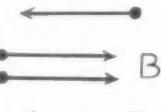
Throw

Fig. 6



Single Throw

Fig. 7



Double Throw

## TITI-TOREA

**A**

E pa-pa wai-ni-ti ta-ku nei māhi ta-ku nei mā-hi-he tu-ku ro-i-ma-ta-

**B**

tu-ku ro-i-ma-ta. E au-e e ka ma-te au, E hi-ne ho-ki i-ho r-----

**C**

Ma-ku e kau-te-o hi-koi ta-nga, Ma-ku-e kau-te-o hi-koi ta-nga, ta-nga.

*Adapted from the arrangement by Hemi Piripata, by kind permission of the copyright owners, Charles Beeg and Co., New Zealand*

Patterns for five routines are given below, using the terms that have been defined. Once your girls have mastered the basic movements (which won't be hard after you have mastered the instructions), they will think up many new routines. So protect your knees; here we go:

### Music A

1. Tap, clap, R throw,	}	8 times
tap, clap, L throw.		

### Music A or C

2. Tap, clap, D throw,	}	16 times
drum L, flip, clap.		

3. Drum R, flip, clap,	}	8 times
drum L, flip, clap.		

4. Drum, flip, R throw,	}	8 times
drum, flip, L throw.		

### Music B (chorus)

Tap, clap, clap. (Repeat to end.)

### EDITOR'S NOTE

"Titi-Torea" is one of the songs the Maori sing with their stick games. It was taught at an international gathering last summer at the Edith Macy Training School by two New Zealand trainers, Miss Joy Carter and Miss Gwen Rankin.

Beginners at the game may start with some familiar three-four tune, but all players should also learn the beautiful Maori song with its characteristic harmony. (In music A, the main tune is carried by the lower notes and the harmony is indicated by the small notes

*The Maori people of New Zealand are closely related to the Hawaiians. They are tall, brown and wavy-haired. The Maori are noted for their intricate designs and beautiful woodcarvings. Gateways and meeting houses may be elaborately carved. The design at the left, at the top of the preceding page was taken from a stick made by a Maori. Readers of Kon-Tiki, by Thor Heyerdahl, will be interested in knowing that the design at the right is the head of a tiki, a charm worn around the neck.*

above. In music B and C, the top notes carry the tune.)

Maori vowels are pronounced like Latin vowels:

a as in father
e as in they
i as in machine
o as in hope
u as in ruby.

Wh is pronounced as f—otherwise the consonants are the same as ours.

The New Zealand Guiders have also given us the traditional opening of the game. One player says "Timata" (tee-mah-tah) and the players put sticks in tap position. The other counts to four:

"Tahi, rua, toru, wha" (ta-hee, roo-ah, lo-roo, fah) as the players bring sticks up before them. Then the song and game begin.

Miss Beverly Robbins, district director in Pittsburgh, Pennsylvania, points out the several program fields the stick game may open up: "It is a game that fits into the troop's outdoor program very nicely. Practice the game in the meeting place. Then when you're on your next hike, cut your own sets of four sticks each. The sticks should be dried, sanded, and waxed or varnished, and painted or possibly even carved in original designs. (Carving or painting should be done before waxing). A new area of design and carving, and perhaps other natural crafts, may be opened up to the troop. The game may also lead into campcraft skills and nature when the girls are preparing to go to the woods to cut their own sticks. It may stimulate interest in singing games, or be a jumping off point into the international friendship field. These are just a few of the program possibilities."

By the way: the stick game is sometimes called "lemmi sticks" among United States Girl Scouts, but the term was unknown to the New Zealand trainers.

Reprinted through courtesy of *The Girl Scout Leader*, October, 1952.

# How To Do It!

by Frank A. Staples

The Tin Can you throw away can be made into

an attractive  
CANDLE STICK



For Tools:

Ruler and Pencil

Tin Snips or Scissors

For Materials:

Tin Can and Steel Wool



DIAGRAM A

To Make The Candle Stick:

1. Remove top and bottom of can.
2. Cut can near seam - Flatten .
3. Cut out square shape -3" to 5 3/4".
4. Mark square shape as shown in Diagram A - Cut solid lines.
5. Bend four shaded areas upward - Rub all cut edges with steel wool .

6. Cut top of each upturned area (shaded areas in diagram A) to suit your design needs. Four base shapes and four upright shapes may be bent as desired .

SUGGESTIONS FOR BASE AND UPTURNED SHAPES.



## A Well-Rounded Indoor Center Program

In discussing the building of a well-rounded program for indoor recreation centers, a group at the Seattle Congress favored the following ideas:

1. The community center should serve *all age levels* and *all groups* with a broad program covering many interests.
2. There should be sound planning and cooperation with the school and such school-community groups as the PTA.
3. There should be planning and cooperation with community youth serving agencies and a policy established for use of the center. The center-directed programs should take precedence in use of the center. These need to have dignity and to be worthwhile in order to merit this precedence.
4. Planning should be properly initiated, so that the director need not do all the leg work.

### Principles Involved in Program Planning

1. Community groups should participate in the planning.
2. Youth should plan with adults.
3. Volunteer leaders should be given the consideration of having a special activity at a given time.

### Specific Problems

*Problem 1*—What program can be offered to teen-age groups, in addition to dancing, in a facility on third floor of city hall, in a city of 19,000?

(a) Take the young people into the planning and give their ideas serious consideration. Study the many reference books on recreation activities. The National Recreation Association publishes many reasonably priced pamphlets offering program ideas. Send for their list of publications. (Read RECREATION magazine.—Ed.) The New York Youth Commission is soon releasing a booklet on youth activities.

(b) Various indoor parties can be devised around a special theme, such as an indoor beach party, circus party, and so on. Adapt games, stunts, to theme. Use circle dances, ice breakers. Let committees of young people plan appropriate decorations and refreshments.

(c) Teen Town Theatre and children's theatre organizations should be considered; also festivals and carnivals.

(d) High school students might like to plan parties to take place after school games.

(e) Special recreation events can be planned in cooperation with school centers and with representatives from the church, PTA, and other local agencies. Sit down with them in conference, get their ideas, see what cooperative projects can be developed.

*Problem 2*—What programs are being offered for pre-school children?

Activities can be successfully planned for pre-schoolers and their mothers. "Tiny tots" groups receive leadership in games, dancing and other rhythms, while mothers are left free for their own recreation. "Tot Lots" have been developed on many playgrounds.

*Problem 3*—Should there be programs every evening for school age children?

This can best be solved by close planning with school, home, and church groups. We should not be competing for the time of children nor draw them out of the home every night. Except on very special occasions, evening activities should take place on weekends.

*Problem 4*—Can we teach dancing in community centers without conflicting with commercial dance studios?

There is an obligation on the part of a recreation department to offer good recreation opportunities for *all*, and therefore we should teach the fundamentals of dancing to those who want them, and expose others to an opportunity to try them and to develop an interest in them. Those who care to continue special emphasis may then choose to go to a studio. Professional studios can cooperate by furnishing volunteer leaders for the teaching of fundamentals, in recreation centers.

*Problem 5*—What are you doing for young adults?

(a) In one city, where some of the young adults live in dormitories, assistance is given to the young people in forming their own organizations. The recreation director helps the group to obtain the use of many school-community facilities, such as gymnasiums and bowling alleys, and helps them to develop game rooms in the dormitories. Assistance is given young married couples in obtaining responsible baby sitters.

(b) A roller skating rink appeals to this age group, as well as to other ages. Special skates can be used on your gymnasium floor without doing any damage. (See "Roller Skating Is Here To Stay," page 470.—Ed.) Set aside two evenings a week for the whole family, and provide a place and care for babies in order to free parents for skating.

*Problem 6*—How many operate programs in exclusively school facilities? In their own center? Both?

A poll of the group resulted approximately as follows: in schools, 25 per cent; in their own facilities, 75 per cent; in both, 60 per cent.

## A STAGE FOR PUPPETRY



Showing how the string marionettes are operated on a multiple use stage.



Here, third grade pupils of Mrs. Eve Nutting manipulate hand puppets from under the table, through space created by the removal of some flooring.

A SATISFACTORY stage for puppetry, a long-felt want, was devised for Mrs. Eve Nutting, of Eugene Field School, Park Ridge, Illinois, by her husband who made an all-purpose stage suitable not only for hand puppets, but for string marionettes, pupil-created "movies," and even dioramas for the display of special projects.

The four-purpose device that he designed and constructed could easily be duplicated by boys who have had some vocational arts work or by anyone who can use a saw and hammer. Fully equipped with a backdrop, curtain, foot-lights and other appurtenances, the stage cost only \$15.

The stage is quite small—32 inches wide, 20 inches deep and 25 inches high. It is light in weight, sturdy, and durable. The proscenium gives a rectangular view just 24 inches wide by 17 inches high; yet there is ample room for as many as three or four marionettes.

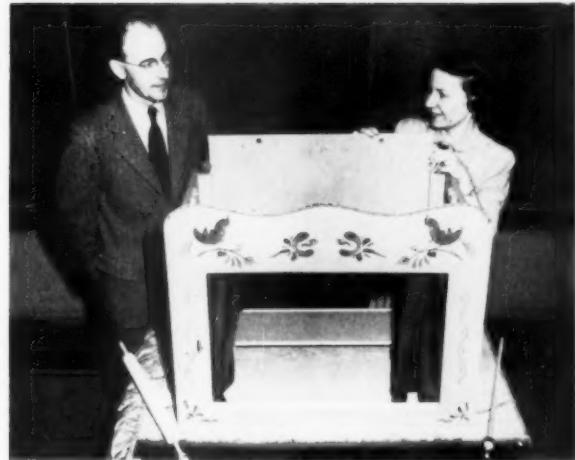
Several features give the stage its versatility. The back and sides easily slide out, depending on the stage's function. Thus there is great accessibility. A portion of the floor,  $21\frac{1}{2}$  inches long and 9 inches wide, at the back, is removable to make room for hand puppeteers. The backdrop, suspended on a  $3\frac{1}{8}$  inch brass curtain rod, lifts out of notches in wooden blocks when the stage must be cleared for string marionettes. Half-inch dowels, having saw cuts through their centers, serve as spools for threading the 18 inch shelf paper on which pupils have drawn "movie" pictures.

Because of its compact size and light weight, the stage is readily moved on and off its location—a medium-sized table.

Selection of materials for the unit was important because it was to be built for permanence, safety, and appearance. The craftsman, Robert Nutting, for these reasons chose a good quality of pine lumber for the framework and masonite leatherwood, an embossed hardboard with the appearance of Spanish-grain leather, for the panels. The floor is  $3\frac{1}{4}$  inch plywood. The leatherwood, besides its pleasing appearance and durability, is free of splinters, and that is important, of course, where children are concerned.



Concealed dowels are turned by Marjorie and David to unroll a "movie," drawn on a fifteen-foot length of shelf paper.



Hardboard back panel and rear portion of floor slide out. Note the backdrop curtain and dowel sticks on table top.

Here are some construction details. Lumber for the framework is 1 inch by 2 inches, nailed together. Screws are an alternative method of fastening. The leatherwood panels, forming the sides and back, slide in grooves formed by  $\frac{1}{4}$  inch lumber strips nailed to the framework.

Chalk line was used to pull the curtain. At the ends, to keep the string down, lead sinkers were attached.

As a footlight, a 20-watt counter light provides ample illumination of the tiny characters. The cord was extended through the framework at one side, with the switch hanging underneath for the operation of a youthful electrician.

The dowels, 23 inches long, fit into holes bored at either side of the stage. They are held steady at the top by a simple clamping arrangement. Turning of the dowels is simplified by a wooden collar on each. Shelf paper in lengths of 12 to 15 feet is needed for each "movie." Ends of the roll are tapered to the center to allow easy threading on the dowels.

For curtain material, Mrs. Nutting used green Indian-head; the backdrop is the same material in gray.

Instead of the leatherwood, the panels could have been made from masonite  $\frac{1}{8}$  inch tempered preswood, which is smooth on one side and finely textured on the other. A hardboard with two smooth faces now is available, too, at most lumber yards.

The entire ensemble was painted a gray to match the backdrop—an undercoat and two finish coats. On the proscenium, which is masonite preswood with a perfectly smooth surface, Mrs. Nutting painted some Pennsylvania Dutch designs in oil to add a touch of color and gayety. Stencils or decalcomanias could be used effectively also. To protect the finish from fingermarks, a flat varnish was applied. When that was completely dry, a coat of wax was applied and polished.

An interesting variation of the solid color on leatherwood is tone-on-tone. To achieve this rich effect, a neutral undercoat is first applied. Over that goes the selected color

which will predominate. After the first color is dry, the contrasting color is brushed on and allowed to set for just a minute or two; then it is rubbed off with a clean cloth wrapped around a block of wood or a sponge. The first color will remain on the high spots and the contrasting one will appear in the depressions.

"Movies" provide opportunity for participation by each member of the group. In preparing a movie about a circus parade, every youngster in Mrs. Nutting's third grade drew a scene, working directly on the shelf paper which was taped for convenience to the blackboard. Two pupils were needed to operate the movie, and there was a need also for curtain pullers and an electrician.

Recreation workers may be interested in the formula Mrs. Nutting used for the puppet heads—a recipe furnished by the Park Ridge public school art consultant, Edward J. Reasor.

The following ingredients are sufficient to make twenty-five units of sawdust plastic. Five pounds of flour, water, salt, and sawdust. Place flour in a large pan and add water until it is just covered. Bring the mixture to a boil, stirring constantly. Add salt. Cook until most of the moisture has evaporated. Sift sawdust and place it on an open newspaper. Remove some of the dough and knead it into the sawdust until the ball becomes firm and plastic.

Each of her pupils made a puppet head by moulding the mixture on a clothespin. Then the clothespins, with their strange assortment of heads, were attached to the classroom ventilator, where they dried out in a couple of days. A light twist permitted the removal of the clothespin without damage to the head.

As a pattern for the costumes, the children used cutouts from shirt cardboards. From this basic pattern, they used their imaginations to create embellishments. Cut stones (dime store variety) were used as the eyes of the leading characters they had created. Eyes of some puppets were merely painted. Hats were fastened with thumbtacks.



### **Parties Plucked From Thin Air**

You remember the song that was popular a couple of years ago that went something like this:

"Did you ever see a dream walking,  
Well, I did . . ."

Have you ever been browsing through the five and ten cent store looking at the children's books, reading cards at the card counter, when all of a sudden your eyes landed on a card that gave you a splendid idea for a party? "Well, I have." Immediately you begin to weave around that card everything that could be done for an evening's entertainment; how old games could be made new with new titles adapted to the party's theme; decorations and oh, ever so many other things that could be done to carry out the "title" of your card.

This is a good way to plan a Valentine Party that is just a little "different." In one such instance a leader made a visit to the card shops and found a valentine called "Cupid's Court." Around this she built her party. Each game selected became a "case" for the court, and took on an apropos name such as: Heart Divorce, Cupid's Strategy, and so on. Why not try it this year; and by all means send to the National Recreation Association for some good party or game materials, such as the following: *Parties for Special Days of the Year*, \$50; *Parties from A to Z*, \$75; *Hearty Valentine Party*, \$15; or others?

### **Thank-U**

A recreation center has recently sent a *Thank-U-Gram* to all volunteers, interested citizens, sponsors and helpers, as a message of appreciation and a grateful acknowledgment for assistance during the year. It reads: "In recognition of the good you have done

to establish a sound recreation program for the enjoyment of the citizens of Ephrata," and is signed Ephrata Recreation Center, B. J. Gaugnini, Director.

### **Why Buy Them?**

Every child likes to wear a printed shirt. If you have any doubt about it just take a look at the chain store displays of this item.

Recreation department leaders of Auburn and Lewiston, Maine, had long wanted to use T-shirts imprinted with the department insignia, but any budget would be too small to buy shirts for hundreds of youngsters. Therefore, the arts and crafts supervisor suggested silk screening shirts right on the playground, the shirts to be furnished by the children.

At the playground director's training course we screened T-shirts and sweat shirts for the Lewiston leaders, and asked the children if they would like them. The answer is obvious. By the time a half dozen were screened, the leaders were besieged with requests. In a matter of minutes there was a steady stream of children running home for shirts and waving them as they returned through the gate.

Girls, too, wanted them; and some girls whose mothers did not approve of T-shirts brought cotton blouses. In a matter of hours the department insignia was appearing on the streets. By the time we had visited all the playgrounds, citizens were saying "we didn't realize there were so many youngsters on our playgrounds."

On the Sunday trips around the resorts and beaches throughout Maine we began to spot the Auburn or Lewiston recreation shirts. Some of our playground children are summer residents and we printed shirts that will

be worn in New York, Michigan, New Jersey, Massachusetts and many other states this fall.

This mass advertising was achieved without making a visible dent in our budget. Our maintenance department made a wood frame 22 by 14 inches hinged to a piece of 3/4-inch plywood. The arts and crafts supervisor covered this frame with a No. 8 silk screen and cut the design on Nuflim, then adhered it to the silk. This, with a screening squeegee, textile screen paint, a half-



dozen pieces of pressed wood forms cut to fit inside the shirts, is all the equipment needed.

Departments that have arts and crafts leaders who know silk screening can make their own equipment as we did. If your staff is not familiar with this art medium you can purchase the screen ready made from any silk screen supply house, as well as the paint and squeegee, and they can teach you how to run the shirts in fifteen minutes. If the screens are properly cleaned after each run and not cut or broken they will last several seasons, making thousands of runs each year. The cost of equipment varies in different parts of the country, but should not cost over fifteen dollars including the paint. As members of the department furnished the labor, we paid out but eight dollars in each city for materials, screened roughly a thousand shirts in each community, and the screens are ready for next year. Where can you find a cheaper way to advertise your summer program?—OSCAR G. HOLT, Supervisor of Arts and Crafts, Author.

# GRADUATE STUDY IN RECREATION



Gerald B. Fitzgerald



The report of the sub-committee on Graduate Education is based upon letters received from seven of the eleven members who replied to the request of the chairman to record their present thinking as to what the most pertinent issues are, with which the sub-committee should be concerned. It includes some references to the recreation section of the publication, *Graduate Study in Health, Physical Education and Recreation*, developed at the national conference on graduate study in these areas held at Pere Marquette State Park, Illinois, in January, 1950, and financed by the Athletic Institute. Three of the members of the sub-committee were included in the conference membership. The sub-committee report also includes data from an annual study of recipients of degrees in recreation.

## Present Extent of Graduate Work in Recreation

The most recent findings of an annual study conducted by the University of Minnesota Leadership Training Division for the Training Committee of the American Recreation Society reveal that about twenty of the some fifty colleges and universities which grant undergraduate degrees in recreation also confer master's degrees in recreation, that five of them also offer doctor's degrees in recreation and that one of them in addition offers the director's degree, a mid-point between the master and the doctoral level.

Of the some 2,000 total recreation students enrolled in the fifty institutions approximately 20 per cent, or 400, are graduate students. In 1950-51, 3 persons received doctor's degrees, 6 director's degrees and some 130 master's degrees. New York University and Indiana University lead in numbers of graduate degrees conferred. Approximately 10 per cent of those receiving bachelor's degrees in recreation

enter graduate study almost immediately.

Those upon whom the master's degree was conferred in 1950-51 received a median beginning salary of \$3,741 in a range from \$3,000 to \$5,000.

It is estimated that there are over 400 persons holding graduate degrees in recreation at the present time and it is assumed that the large majority are practicing professionally.

## Suggestions from Committee Members

A compilation and an analysis of replies from members of the sub-committee reveals a close association between them and the major topics treated by the Pere Marquette Conference of 1950, although but three of the members, as indicated previously, were present at the conference. This fact is encouraging for it supports the validity of the conference report and also indicates that the sub-committee members who have read the report may have been influenced by it.

The following items were mentioned by one half or more of the sub-committee members who sent in suggestions:

1. Recruitment procedures.
2. Admission requirements, with particular reference to scholarship and experience requirements.
3. Internship plans, including possibility of pre-degree service plans involving the specific agency in which the student expects to take employment.
4. Solicitation of suggestions from key practitioners in the field as to the content of graduate training.
5. Studies of placement and of placement opportunities for recipients of graduate degrees, and consideration of follow-up plans on the part of the college or university.
6. Administrative location of the graduate program in the individual college or university.
7. Principles upon which graduate study should be based

DR. FITZGERALD, Director of Recreation Training, University of Minnesota, is author of LEADERSHIP IN RECREATION.

and accreditation of institutions.

**3. Implementation of the Pere Marquette Conference report.**

9. Curriculum areas including appropriate specializations at the graduate level.

10. Differentiation between undergraduate and graduate work, including effects of the five-year program upon the sixth-year program and upon the doctoral sequence.

Several additional suggestions were made by individual members of the sub-committee but the above appear to be most pertinent.

Some of the factors such as recruitment and placement overlap with the work of other sub-committees, but it can be assumed that the total Advisory Committee will coordinate or eliminate these overlaps.\*

All of the above items were discussed at the Pere Marquette conference and recommendations were made regarding them. Thus one of the first tasks of the sub-committee is to re-examine these recommendations and to possibly amplify them and certainly to develop means of implementing them.

In addition to what has been listed above, it appears that the following must be included as important items for sub-committee consideration:

1. Qualifications of the graduate faculty.

2. Research grants for faculty and students and scholar-

ships and graduate assistantships for students.

**Plan of Action**

The task of the sub-committee needs to be organized on the basis of a plan of action and a division of work among the members. Dr. Harry Edgren, Professor of Recreation at George Williams College, has accepted the vice-chairmanship of the sub-committee and a secretary will soon be selected.

**Committee Members**

Dr. Gerald B. Fitzgerald, University of Minnesota

Dr. Jackson M. Anderson, Purdue University

Edith Ball, New York University

Dr. W. C. Batchelor, Ohio State University

Fred M. Chapman, State Division of Public Instruction, Minnesota

Dr. H. D. Edgren, George Williams College

Francis W. Hartzell, Chambersburg

William J. Tait, Florida State University

Charles F. Weckwerth, Springfield College

Sterling S. Winans, Sacramento, California

Dr. A. E. Weatherford, North Carolina State College

\* Dr. Paul Douglass, chairman of the National Advisory Committee, appointed Dr. John Hutchinson, vice-chairman, to act as project coordinator. The chairman of the five sub-committees have been asked to submit their proposed lists of assignments to Dr. Hutchinson who will advise when duplication appears.



## **Girls' and Women's Recreation Activities**

**Helen M. Dauncey**

It is generally agreed that girls everywhere have certain basic needs. Many of these which can be met through our recreation programs are:

1. The need for understanding counsel and firm friendships from adults whom they like.
2. The need to understand themselves and why they act and feel as they do, especially in the early teen years.
3. The need to understand relationships with others—parents, brothers and sisters, girl friends, boy friends.
4. The need to be considered responsible, useful and important.
5. The need for identification with their own community.
6. The need for skills and the "know how" which gives self-confidence and social poise.
7. The need for setting up goals for the future and in understanding their role as women in the world.

### **Ways of Meeting These Needs**

Through a rich and varied program of physical activities, rhythmic activities, creative experiences in the realm of music, drama, arts and crafts and nature activities; for all these develop skills and build for future interests.

Through social programs which bring personality development and the ability to get on well with others.

Through service projects which develop consideration for others and a sense of community responsibility.

Through serving on committees and councils which develop a sense of personal responsibility and an appreciation for democratic procedures.

Through discussion groups which provide an opportunity to talk over some of their problems.

Through developing a program which emphasizes the role of homemaker.

### **The Job of a Leader**

To encourage participation in the early years. We need many, many more programs for the seven- to twelve-year-old girls. The ground work laid in childhood determines to a great extent whether the teen ages are happy or unhappy ones. They can be years of fun and high adventure or of unhappiness and despair. These adolescent years are determining what kind of a woman is being developed.

Our goal should be richer living and extended horizons for all girls and women in our programs.

Our job is to provide activities and programs so attractive and so suited to their needs that they will take it, like it and come back for more.

Books and meetings will never do it. It will come only through real leadership.

**W**E INVITE you to enlist with us where it will do the most good, on the conservation side, in a campaign to insure the fertility of our land, the productivity of our forests; to protect our rivers and seashores from pollution and preserve our natural beauty and interesting wild life. These are the natural resources which you have enjoyed and which have attracted and sustained millions of men, women and children. But . . .

Our great resources are dwindling because we, the citizens to whom they belong, have been wasteful and destructive beyond belief. Thoughtlessness, carelessness, ignorance and selfishness have been, and are, the great destroyers, the cause of wanton waste, disorder and ugliness. Two wars and the present rearment and foreign aid programs have created unprecedented demands upon both renewable and non-renewable resources. Forced productivity is usually uneconomical and wasteful. Various extra-ordinary governmental programs have been devised for promoting or controlling production of mines, oil wells, agricultural, forest and grazing lands, and the distribution of water and power. Some programs have been very beneficial, others have become the tools of the selfish, or of those who do not remember that they must plan for the greatest good for the greatest number for the longest time.

Assurance has been given, by leaders in their fields, that conditions can be greatly improved; this being so, we believe that we must not continue to lose assets which cannot be replaced. We must not neglect matters of the utmost importance to us, to our children and to the ultimate destiny of the country in which we live.

#### Let's Co-operate

Experience has shown that volunteer or citizen groups with high standards

**AUTHOR** is executive vice-president of the California Conservation Council.

# Conservation

## Please!

**Pearl Chase**

have much to contribute to conservation movements—including Soil and Water Conservation, Fire Prevention, Safety and Outdoor Good Manners—both at the state and at the local level, by encouraging co-ordination of planning and cooperative effort. Governmental agencies may be compared to the spokes of a wheel; from a central hub each gets its authority, the scope of its activity and its financial support; but the central government does not provide a rim to the wheel which will insure smooth operation, that is, cooperation between different departments or divisions of departments at the operating level.

An alert and representative citizen group including parents, teachers, business men, agriculturists, leaders of youth organizations and outdoor clubs, club women, officials and others interested in community welfare, can bring representatives of administrative agencies together. Under competent and interested leadership, all can work to promote better understanding, long-term planning, more effective service, and at the same time develop citizen support for worth-while projects.

*You are urgently requested to:*

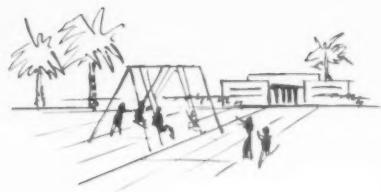
1. Make every effort to increase attention to conservation education and activities.
2. Encourage and cooperate with

others of similar aims in school and community.

3. Take advantage of Conservation Week to tell, by every means of publicity at your disposal—meetings, press, radio and exhibits—the importance of the conservation of natural resources to the state, community and family.

The California Conservation Council, for example, includes leaders of organizations concerned with the conservation of natural resources, educators and federal and state officials. Anyone interested is welcomed as a member. It is non-political, and neither proposes nor endorses legislation. Its objects are to promote conservation education and encourage cooperation in conservation efforts. It sponsors conferences, California Conservation Week, a Conservation Education Committee and a year-round outdoor good manners campaign. It prints and distributes numerous leaflets, which cost but one or two cents apiece. If you care to send ten cents in stamps or coin, to the Council at 912 Santa Barbara Street, Santa Barbara, California, you will receive, in return, the latest Program Guide and Leaflet List, and at least three selected pamphlets, such as *Soil Conservation*, *Outdoor Good Manners*, *State Emblems* or *Common Land Birds*.

From "Conservation Please!" by Pearl Chase, *California Parent Teacher*, January, 1952.



# A Pattern Program for Rural Areas

Don Keown

WHENEVER non-metropolitan counties on our country's West Coast decide to set up a wholesome recreation program for their young people, without exorbitant costs, they are likely to look toward California's Merced County for their model.

This progressive county is located in the fabulously fertile San Joaquin Valley, an area which has seen an amazing agricultural and industrial development in recent years. With this growth has come an influx of population, and a resulting problem of juvenile delinquency.

The county's board of supervisors, a couple of decades ago, had set up a parks and recreation commission with advisory powers to aid them in promoting play facilities. Later, a recreation director was appointed to coordinate the program. But, by early 1949, it was apparent to the supervisors and their commission that these efforts simply were not enough to meet growing recreation requirements.

Therefore, board members announced that a special recreation levy would be tacked on the 1949-50 county property taxes; and it was decided that this additional levy would be set at ten cents on each one hundred dollars of assessed valuation. Funds thus raised would be earmarked for capital outlay expenditure for recreation purposes only.

The announcement of the additional levy came at a time when the farmers of the county were already up in arms

over their growing property tax load. Some observers were predicting a small-scale rebellion; but, surprisingly enough, the special recreation tax gave rise to practically no protest. Most farm leaders were in agreement that there was one thing upon which they could not afford to economize—the welfare of their children.

At this time the supervisors also employed a new recreation director—an energetic young home town man named Pat Cosentino who lost no time in mapping out, with the recreation commissioners, a blueprint for the spending of the special funds.

First, the county was marked off into fourteen recreation areas. Boundaries were so drawn that each area included one principle town, or unincorporated community center and the territory for which it served as a trading center.

Next came the touchy problem of distributing the capital outlay funds among these areas. It was finally agreed that the fairest method would be to allocate to each of the areas the amount which was being raised by the ten-cent levy upon the assessed valuation within its confines.

Cosentino then plunged into the arduous task of setting up local recreation committees in each of the fourteen areas. Precautions were taken to make certain that all sections of the area, urban and rural alike, had representation on the committees. To these was handed the power of actually deciding how their area's capital outlay allo-

cation was to be spent. Over-all plans were required to be submitted to the county commission for approval. However, that body's interest was directed primarily toward making certain that the expenditures were limited strictly to capital outlay, and were within the realms of practicality.

This ten-cent levy raised approximately \$63,000 for capital improvements in 1949-50. In addition, the county spent another \$18,600 on the salaries of the director, his secretary, and his assistants, and for materials and supplies for the regular recreation programs.

An important principle of the capital improvements program was the requirement that all the areas sharing in the benefits also show an inclination to help themselves. Before spending their county allocations, the people residing within the areas were instructed to first raise local matching monies, or to donate labor of an equivalent value. It is interesting that the residents of every one of the recreation areas pitched in enthusiastically to raise funds or set up labor pools.

An improvement in the county's recreation offerings to its youth became almost immediately apparent.

Two of the larger cities used their allocations to help finance the construction of swimming pools. Previously, there had been but one public pool in the entire county. New baseball and softball diamonds sprang up, and lights were provided for fields al-

ready in existence, to make night play possible.

Tennis courts were constructed, repaired, and lighted. Playground equipment was installed in parks and on school grounds. Picnicking areas received new barbecue pits, tables and benches. Empty buildings were remodeled to serve as teen-age canteens.

It was recommended to the local committees that the spending be largely concentrated on the principal community center located in each area, because too wide a dispersal of the spending might defeat the purpose of the program. On the other hand, rural school grounds and the smaller population centers were allowed a small proportion of the county grants.

So successful was the program that county supervisors, in the 1950-51 fiscal year, once again levied the ten-cent tax for special recreation purposes. In addition, board members indicated that they planned to continue the appropriations for a five-year period, during which time, they stated, the county's recreation facilities would be built up

to the point where the needs of the growing population could adequately be met.

Those recreation areas which did not spend all of their 1949-50 allocations were allowed to carry such monies over into the next fiscal year. Some local committees thus decided to allow their appropriations to accumulate over a period of several years, so that they could engage in improvements on a major scale.

Also the spending of the local recreation committees during 1950-51, was sharply slowed down by the federal government's construction controls. Even so, these bodies are continuing as best they can under the circumstances to provide for the recreation requirements of their people. The emphasis continues to be upon improvements which will be of particular service to the county's smaller fry.

How effective has the program been? Asserts the director: "We've reached the point now where every community in the county, regardless of size, has something to offer to its children and

young people in the way of wholesome recreation. As a result our youngsters find it possible to have fun without being destructive or reckless."

Says Vic Reich, Merced newspaper publisher who heads the county recreation commission: "I think the program is a wonderful example of democracy at work, with the county giving a helping hand to those communities first willing to donate their own money and time to the cause."

Harry Schmidt, chairman of the board of supervisors, and himself a prominent farmer, states that complaints from taxpayers over the funds spent for recreation facilities "have been just about non-existent. I wish we could get the same kind of public support behind all of our actions."

Sheriff N. L. Cornell, however, has the last word: "Law officers of the county realize that because of these expenditures we are saving money on our own budgets. If those kids weren't playing basketball or baseball, some of them would most certainly be in our juvenile detention home instead."

## International Theatre Month\*



The production of dramatic scripts, concerned with immediate international issues and aimed at a better understanding among the peoples of the world, was a part of the nationwide pattern of International Theatre Month, March 1952. Between California and New York lie three thousand miles of varied terrain. No less varied were the ways in which hundreds of theatres across these miles emphasized the fact that "the theatre serves international understanding" and brought to an ever-widening public that sense of community which contributes to the building of peace.

ITM was launched in 1949 by the joint action of the American National Theatre and Academy and the Panel on Dramatic Arts of the U. S. National

Commission for UNESCO to provide a framework for nation-wide participation among theatre groups in UNESCO activities. Because it is both simple and flexible, the idea was immediately successful, and in each succeeding year an increasing number of community, college, university, high school, and children's theatres have taken part.

The variety and scope of community participation and of ingenious ideas for emphasizing the basic note of international understanding are described in *Curtain Call*\*.

### What Recreation Leaders Can Do

1. Send for information on promotion, play lists to ANTA, 245 West 52nd Street, New York 19, New York.
2. Send for the stunning ITM poster

to display in the lobby of your center, also for pamphlets, listing of scripts, film strips and so on, to: UNESCO Relations Staff, Department of State, Washington 25, D. C.

3. Produce a play, pageant, or program involving music, dance, cinema, radio, or television in any of the categories enumerated in these materials.

4. Cooperate with other organizations in your community concerned with UNESCO activities, such as libraries, museums, and civic groups.

5. Publicize your production as a part of ITM, stressing visual displays. Get your arts and crafts groups busy making ITM posters.

\* From *Curtain Call for '53*, U. S. National Commission for UNESCO, Department of State, Washington 25, D. C.

# People and Events

• Henry D. Schubert, superintendent of the recreation division, Dearborn, Michigan, is spending four months in Germany this winter, assigned by the United States State Department to inspect, review and report on recreation programs in German cities. On leave of absence from Dearborn, he will be stationed at Frankfort and Munich, in the office of the United States High Commissioner for Germany. Mr. Schubert has served in his present position in Dearborn, since 1930. After World War I, he helped organize recreation programs in many states, as a member of the National Recreation Association field staff.

• Dr. Howard G. Danford, director of physical education for men at Florida State University in Tallahassee, has been elected president of the College Recreation Association, a national organization of colleges and universities offering recreation courses in their curriculum. He will serve during the 1952-53 year, and succeeds Dr. John Hutchinson of Columbia University. During the current year Dr. Danford served as association secretary-treasurer. He has a wide background in recreation education and served as president of the Florida Recreation Association in 1951. He is a member of a number of national honorary and professional groups and author of several books and many papers in the field of collegiate recreation.

• Wm. W. Wells, has been recently promoted by Governor Kennon, from assistant director to director of Louisiana State Parks Commission. He served previously as director, following World War II.

• Delegates to the Seattle Recreation Congress will be especially interested to know that Bill Shumard, representative of the National Recreation Association in the Pacific Northwest District, and his wife Dottie announce the arrival of Joseph Scott Shumard on Armistice Day, 1952.

• Tam Deering, former director of recreation in Cincinnati, returned from an extended assignment in Austria for the United States Government. He has established his own recreation consultation service in Seattle, Washington.

## New Appointments

Among appointments to new positions as recreation superintendents, directors, or assistant directors, during October and November—as reported by the National Recreation Association Personnel Service: James B. Tyler, Kingston, Rhode Island; James E. Nadaway, Biloxi, Mississippi; Arthur E. Genter, Howell, Michigan; Paul H. Wirth, Chicopee Falls, Massachusetts; Lucille E. Stewart, Los Angeles,

California; Ralph M. Studebaker, Pulaski, Virginia; Richard W. Ferguson, Leadville, Colorado; Charles J. Reitz, Yuma, Arizona; Stanley H. Coulling, Moorestown, New Jersey; Harry H. Feldman, Port Huron, Michigan.

A few among many other appointments are: William J. Bub—executive director, Corning Youth Bureau and Recreation Commission, New York; Everett E. Peel—athletic director, recreation department, Iowa City, Iowa; Phyllis Johnson—recreation worker, recreation department, Winston-Salem, North Carolina; Shirley M. Bessey—recreation specialist, Kansas State Agricultural College; William D. Barbour—athletic director, Crispus Attucks Association, York, Pennsylvania; Mary J. Albert—ARC aide, Army-Navy Hospital, Hot Springs, South Dakota; Esther E. Mizell—service club director, U.S. Army Special Services; Doris E. Taylor—girls' worker, Lincoln Center, Poughkeepsie, New York; Helen M. Quigley—nature specialist, recreation department, Danville, Virginia; and two recreation supervisors for community recreation departments—Grover C. Keeton, San Antonio, Texas, and June Blair, Fort Lauderdale, Florida.

## Honored for Service

William G. Robinson, who in September retired from active recreation service as an assistant in community organization for the extension service, University of Michigan, was honored by the Michigan Recreation Association at their meeting in Flint, December 4—5. The association presented him with a plaque and a scroll in appreciation of his many years of fine recreation service to the cities of that state. "Robbie," as he is known in the recreation field, served on the staff of the National Recreation Association from August, 1919, to September, 1941, during which time he was instrumental not only in making more recreation opportunities available for many people but in the training of recreation executives.

## European Trip

A European trip for Ford employees is being sponsored by the Ford Employees Recreation Association; and the constitution of this group is elastic enough to include all Ford employees throughout the country—also those members of their immediate families living in the same house. The fifteen-day trip is scheduled to begin April 10, 1953, with a return date of April 26.

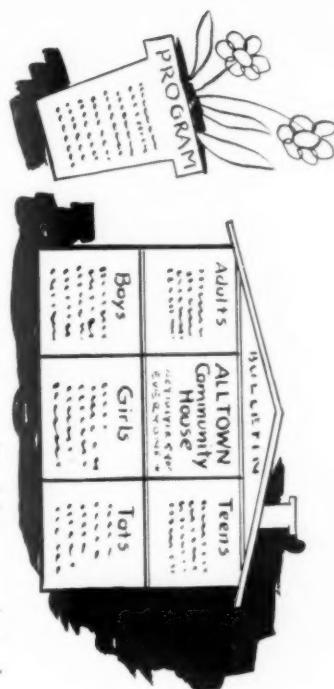
There are three plans available, the most expensive of which will total \$550 for the round trip and a two week's tour in Europe.

## Recreation Veteran Dies

Miss Florence L. Blanchard, supervisor of women's and girls' activities for the Canton Recreation Board is mourned in Toledo, Ohio, where she died recently from coronary thrombosis. Miss Blanchard had been associated with the recreation board since 1927, and it was through her efforts that women's and girls' activities were so successful in that city.

## Bulletin Boards

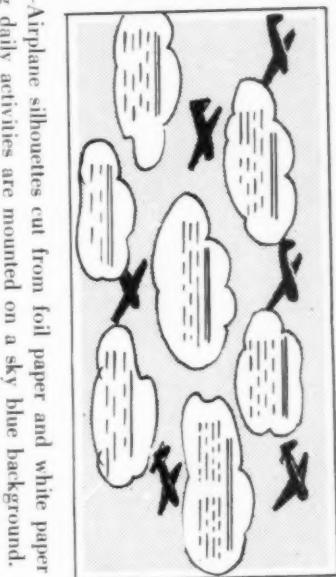
### Publicity



7—Activities for various age groups are listed by group instead of by day on this more permanent display.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

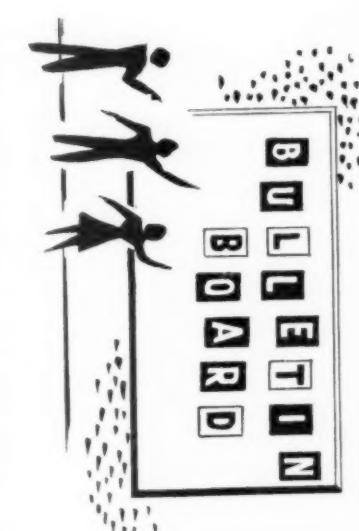
8—Colored construction paper posters list daily activities under the name of each day for a more formal bulletin board. Letters may be cut out of wood and permanently fastened to the board.



5—Airplane silhouettes cut from foil paper and white paper clouds listing daily activities are mounted on a sky blue background.

6—Heavy paper or corrugated cardboard, curved slightly to make it stand out from the board, is used as a flower pot which holds artificial flowers. The special programs or daily activities are printed on the pot.

7—Activities for various age groups are listed by group instead of by day on this more permanent display.



YOUR bulletin board is showing—at least, it should be—and to help you to make it show to the best advantage, these general suggestions and novel ideas are offered.

- The location of the board is of major importance if it is to fulfill its purpose, which is to attract the attention of the largest possible number of people.
- It should be prominently and conspicuously placed where the flow of traffic is heavy, preferably in the vicinity of the entrance to the building; however it should not be located where people who stop to read it will cause a traffic block.
- It should be placed at a height which will enable the majority of viewers to easily and comfortably read the information posted upon it.
- It should be well lighted at all times.
- The board should be attractive and in harmony with its surroundings—after all, it is part of the interior decoration of the center—and it can be eye-catching without being garish.
- The actual shape of the board should suit the wall area on which it is placed; although rectangular boards are most commonly used, in some cases a square, round, or irregular shape board is more congruous.
- It should be of adequate size to hold all the necessary information neatly within its borders.
- The appearance of an otherwise attractive board may be completely spoiled by having an overflow of signs, slips of paper, posters, or notices tacked on the border or in the area outside the board itself.

## Recipes for Fun

### Bulletin Boards

- Colors used for the background of the board and the material placed upon it should be harmonious.
- Material used in construction of the board should permit displays to be attached and removed quickly and easily.
- Soft wood, cork, and celotex all take thumbtacks and pins readily.
- Hardwood may be covered with burlap, monks cloth, oil cloth, velvet, or other fabrics to which displays may be pinned. Some of the new coarsely woven meshes and fish net materials or chicken wire make very interesting backgrounds for mounting displays.
- Arrangement of posters or notices on the board should have some definite plan or order.

—Group them according to activities for each day of the week; age groups for which they are planned; type of activity such as sports events, craft activities, club meetings, special interest groups, and so forth.

—Use of a unified, over-all theme for the board helps to make it more attractive and interesting.

- Material should be firmly and neatly attached to the board.

—Use enough tacks, pins, or tape. One poster which sags, bulges, or hangs by one corner can spoil the appearance of the whole board.

● The information on the board should be timely, correct, clearly stated. —It should be changed often and all out-dated material removed. *This is important!*

—Lettering should be neat and large enough to be easily read, spelling correct, and wording concise so that the reader gets the main points at a glance.

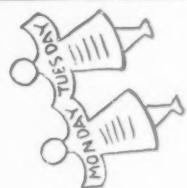
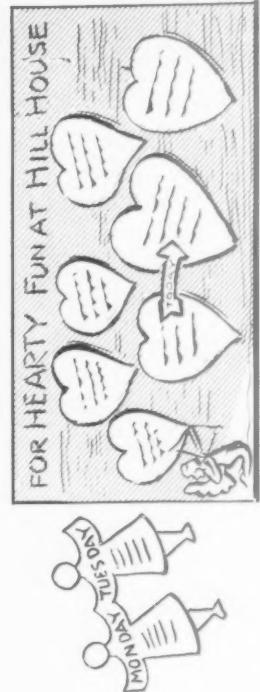
● Having more than one board, so that the different kinds of information can be separated, simplifies the planning and arrangement of material to be put up and improves the general appearance of the board.

—One large board for current daily programs, placed so that anyone coming into the center can see what activities are offered.

—One small board for various and sundry notices, official information, and so forth.

—Special interest boards for activity rooms and lounges—current news events; historical events; hobby group items; names of tournament winners; contests; interesting people, occupations, or places; craft, musical, and sports activities and personalities; and so forth—may be effectively used.

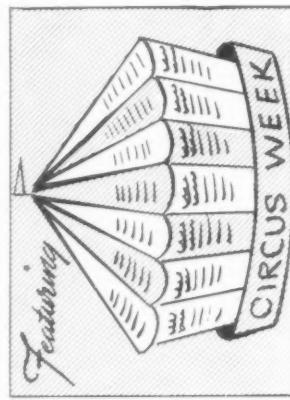
- 1—A special holiday theme is attractive and easy to plan. The Valentine's Day board shown here features seven hearts—one for each day of the week—containing the scheduled events; and a cupid in one corner with a bow and an arrow which is moved daily to point out that day's program. Figures are cut from colored construction paper.



(Fold Along This Line)

- 2—Jumbo paper doll figures are cut from newspapers. Lettering is done in brightly colored poster paint or crayon.

- 3—Circus or carnival scenes make gay and interesting bulletin board themes. This one has a carousel with seven colored sections in the top—each one telling of the activities for one day. Carousel top and bottom are made of different colors of plain cotton cloth; for a more elaborate board, horses cut from figured calico or gingham may be added. Lettering is done on cloth with poster color or crayon.



- 1—Snow man figures on this board are cut from sheet cotton pasted on wrapping paper backing. Scarves, hats, and features are cut from colored construction paper. Daily activity schedules are painted in colors on plain white paper.

# Personnel

• The National Advisory Committee on Recruitment, Training and Placement had a busy afternoon at its first annual meeting, at the National Recreation Congress in Seattle. Dr. Paul Douglass, Chairman, complimented the forty members present on the amazing accomplishment which had been made in a few short months with the work being handled entirely through correspondence. Mr. Prendergast welcomed the group and explained that the committee belonged to its members and could become just as important as they cared to make it. Mr. Sutherland analyzed the make-up of the membership and reviewed its organizational structure and method of operation.

The main purpose of the meeting was to hear the reports from the five sub-committees. This was important for several reasons. First, it was necessary to eliminate duplication, and second, to decide on priority projects and clear the way for the committees to proceed with their work. Because the committees supplement each other, there is bound to be overlapping and duplication. To take care of this problem, Dr. Douglass appointed Dr. John Hutchinson, as vice-chairman of the committee to serve as project coordinator. The five sub-chairmen will submit their lists of assignments to him, and he, in turn, will advise when duplication of any kind appears.

The sub-chairmen gave excellent reports which are being published in RECREATION magazine. Dr. Douglass's article, in the November issue, interpreted the over-all purpose of the committee. The report of the sub-committee, Undergraduate Education, by C. K. Brightbill, appeared in December. The statement for the sub-com-

mittee, Graduate Education, by Gerald B. Fitzgerald, will be found in this issue on page 483.

Reports by Verna Rensvold, Garrett Eppley and Russel Foval, working respectively in the fields of recruiting, in-service training and placement, will follow in later issues. A number of very urgent and timely projects are under way and small units and task forces are hard at work on a variety of special assignments.

Other items on the agenda were discussed, some of which will require considerable follow-up and exploration. For instance, it was decided to explore the possibilities of having direct representation from the recreation field on the Accrediting Committee of the American Association of Colleges for Teacher Education. Also, Dr. Douglass will meet with us soon to consider the possibility of a National Inventory on Personnel. Mr. Fitzgerald has been urging this and, during his presidency of the American Recreation Society, appointed a committee to consider such a project.

The National Recreation Association several years ago met with a committee which resulted in such a study for the field of social work. At that time, we discussed with representatives of the Bureau of Labor Statistics the possibility of their helping with a similar study for recreation and we have been encouraged since to believe that assistance could be secured. The Southern Regional Study now being conducted by the association includes, among other major items, a personnel inventory for the fourteen southern states. It is generally agreed that a National Inventory on Personnel would be most helpful at this time because so many other personnel projects depend upon this basic study. This is a major undertaking which will require co-operation between the association, the American Recreation Society and several other groups.

We were authorized to consult with the Public Administration Service in an attempt to get personnel standards in recreation leadership accepted more generally by those making classifica-

tion studies for cities which include recreation positions. Since the Congress, personal conferences have been held with representatives of Louis J. Kroeger and Associates and the Public Administration Service. Also, the recommendation by Mr. Eppley's committee was acted upon favorably. This has to do with a cooperative project between the In-Service Training Committees of the National Recreation Association and the American Institute of Park Executives in the preparation of a manual on in-service training. Work has already begun on this project.

The educational committees will have much to report later since work has been under way for some time on such subjects as curriculum, campus recreation, resources, placement and field work. The Recruiting Committee has started on a number of special assignments and the Placement Committee is dealing with civil service matters and will develop materials which should improve standards of selection and placement.

It was particularly helpful to have Dr. Douglass with us throughout the Congress. As you would expect, he did a superb job chairing the meeting of the Advisory Committee on Personnel and the College Training Session. Also he made one of the major addresses at the evening general session and spoke on the work of the Personnel Committee at the general assembly Thursday morning. In all we had a good week. The National Advisory Committee on Personnel is moving forward with such effectiveness that it should give real encouragement to those concerned with and interested in the advancement of all personnel standards and in the improvement of personnel administration for recreation.

The appointment of the National Advisory Committee on Personnel is another indication of the importance and concern for the "human element" in our attempt to improve the quality of recreation services and programs. Personnel is the beginning and the end of our problems, of our failures and of our successes.

*MR. SUTHERLAND is the director of the Recreation Personnel Service of NRA.*

● One of the most stimulating challenges in recreational work is the devising of new games for eager youngsters. Hundreds of original games and new pieces of equipment appear every year. Few, however, stand the test of time.

It isn't easy to invent a sound, appealing, competitive game. It requires a great deal of ingenuity and know-how. A game, to endure for any length of time, must require just the right amount of skill to make it neither too hard to master nor too easy to learn—to make a youngster happy to play it and to challenge an adult to try it.

Several games, which seem to possess this combination of qualities, have recently been developed after extensive experimentation among large health education and recreation groups. Closely allied to popular individual sports, they'll soon become available to everyone interested in promoting games with carry-over value.

**Chute Golf**—One of these games, Chute Golf, is the answer to hard-hitting golf, without a cage, in small areas like gyms and backyards. The basic device is a regular golf ball hooked onto a small parachute (an eight-inch square piece of nylon with four short nylon rip cords) which opens in flight and keeps the ball from traveling far.

In the beginning, every time a ball was hit too often or too hard, it would break away from the chute and go flying a hundred yards or more. This weakness was traced to a direct pull on the chute, which loosened the staple connecting the chute and ball.

Additional experimentation produced the solution. When the chute was secured with a type of centrifugal attachment that made the pull come from the side, and a set screw was used to rivet the ball and chute together, the device could then take all sorts of punishment.

With the new attachment, a student could hit the most powerful sort of shot—using any club—in any sixty-foot area. The ball took off with the chute leading the flight and descended in regular parachute fashion, with the chute above and the ball below.

DODD COPELAND is the physical education instructor of the Pershing Junior High School, Brooklyn, New York.

## OLD games made NEW

Dodd Copeland

Its action was so true and its flight so easy to follow that it put all the other types of practice balls to shame. Naturally, the size of the parachute controlled the distance of the shot—the larger the chute, the shorter the shot. We found that a ten-inch chute proved just about right for a forty- to fifty-foot area.

Our next problem was a target for the shots. We experimented with many different types until we hit upon a large canvas backdrop with rectangular-shaped, recessed pockets. This type of suspension could catch and hold the hardest hit chute ball.

With the addition of numbers on the pockets for scoring and rubberized mat

tee, the game was complete. Chute Golf, after a short demonstration, made an instantaneous hit.

Since the boys had to meet the chute ball well to raise it off the tee and land in one of the pockets, the game developed real golfing ability. By choosing sides and alternating the equipment, as many as eight players learned to swing a club while enjoying the competition.

**Skidpins**—This is another fine game developed after a long period of experimentation, and it closely simulates bowling. It is played in a small area with a fast eleven-foot linoleum alley, ten small quick-stop candle-pins (six-inch long wooden dowels with metal rings fixed in the center), and two skid-disks (five-inch wooden disks with two-inch handles).

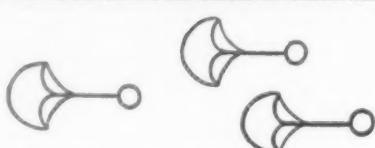
The player slides the skid-disks down the linoleum alley at the ten candlepins set up regular ten-pin style. Owing to the true action of the disks on the linoleum, Skidpins furnishes good training for the regular game.

It accommodates from four to eight boys, and possesses a simplified scoring system which enables the greenest tyro to keep score. Each frame is always scored as a separate entity. There is no carry-over to the next frame in case of a strike or spare, as in bowling.

The player gets two chances in each frame. If he knocks down less than ten pins in his two chances, the total number knocked down comprises his score for the frame.

If he makes a strike he gets a "ten" for the frame plus two additional chances. His score for each extra chance is marked in the upper corner of the frame. It is thus possible to score thirty points in one frame.

On a spare, the boy gets only one



Chute Golf uses flight-controlled balls.



**Skidpins** is similar to regular bowling.

additional chance, and his score may thus read: ten plus seven.

An inexpensive game, Skidpins eliminates the need for padded backstops and special ball racks. The equipment is made so that the disks and pins stop quickly in any small area. The pin boy sits at the end of the alley and merely blocks the pins and disks with his feet.

**On Guard**—A new type of fencing activity, this is another of the recently developed individual games. It consists of spearing flying disks, of various sizes, with long wooden rapiers.

There are six fibreboard disks, in the shape of large flat rings, which vary

in size from eight to four inches and possess a value ranging from five to fifty points, depending upon their size. The largest ring, being the easiest to catch, has a five-point value; while the two-inch ring, being the hardest to spear, is worth fifty points.

Fine hand-and-eye coordination is needed to spear these high-flying ring-shaped disks, and we may safely assume that this can carry over to fencing with its quick lunges and thrusts through openings.

The game may be played in singles or doubles. When played as doubles, the partners work together, sailing the disks back and forth to build up their score.

The game, incidentally, has just been put on the market by General Sportcraft Company of New York.

**Pingminton**—This handball in the air is the fourth game developed through experimental recreation. Its purpose is to promote interest in skilled racket-type games, through natural swinging movements with either hand. No difficult backhand shots are needed to play the game, since both right and left hands are in action.

A paddle is attached to each palm by means of elastic straps, and the players use nothing but forehand swings to keep a shuttle ball going back and forth through a rectangular frame suspended eight feet from the ground.

The shuttle is simply a ping-pong ball, equipped with a short tail to assure control. The frame is a two-by-four open net which keeps the play in close, for accuracy. Since play ends when the shuttle fails to go through the



**Pingminton** is form of handball in air.

frame, there is no need for elaborate game boundaries.

The simplicity of the game makes it easy enough for any youngster to play. It may be played equally well in a living room or in any small outdoor space protected from the wind.

**Magnecast**—Fishing is one sport that everyone tries sooner or later. But the thrill of casting a line is never experienced by the drop line fishermen who merely wait for a bite rather than strike out for one.

Magnecast develops casting ability with a miniature rod and line to which a magnet is attached to catch metal fish. The quick action reel attached vertically to the rod makes possible an accurate ten- to fifteen-foot cast. The magnet is then maneuvered to attract large and small tin fish out of a shallow, wide-mouthed fish bowl.

Since the fish are numbered according to size and difficulty in handling when being reeled in, youthful casters can compete for score.

The magnets are the rounded bar type, and are simply tied to the end of the lines. Their weight is just right for short casting and they possess just enough strength to raise the tin fish.

**Box Soccer**—Little equipment is needed for this last game, other than a soccer ball and a ten by fifteen foot court divided in half by a center line. As in regular soccer, the use of the hands is forbidden.

Actually, Box Soccer resembles a miniature game of tennis played with the feet. The ball is returned on the bounce or volley with head, knee, and foot. A fifteen-point match provides a half hour of interesting fun for youngsters, who never realize they are learning the finer points of such a rugged international game as soccer.

Reprinted by permission of *Scholastic Coach*, October, 1952.



**On Guard**, a fencing game, is played with flying disks and long wooden rapiers.

**This classification of the recreation needs of hospital patients is excerpted from Mrs. Hill's new book, *Starting a Recreation Program in a Civilian Hospital*. A National Recreation Association publication.**

# RECREATION NEEDS IN A CIVILIAN HOSPITAL

Beatrice H. Hill

**A**LL people need *some* recreation, and all patients are people. Hence, all patients need recreation to some degree.

The ultimate goal of hospital recreation is to function for every patient, whatever his needs. An ideal set-up would provide bedside diversion even for short-term residents. We must, however, recognize the budgetary and personnel limitations presently confronting recreation in civilian hospitals, and accordingly gear our efforts to "first things first," by endeavoring to bring recreation to those patients who need it most. Therefore, let us concern ourselves here only with the following types of patients:

Tuberculosis	Long-Term
Chronic	Child
Neuropsychiatric	Patient Undergoing Rehabilitation

**THE TUBERCULOSIS PATIENT**—Typically, the tuberculosis patient may be retarded in his cure because of: excessive boredom and lack of mental stimulation; concern for the future of loved ones and for their financial security; concentration on his own illness to the exclusion of all other interests.

Also typically, and for one or more of the above reasons, a tuberculosis patient may defy the physical limitations of his condition; often, he will discharge himself from the hospital without medical approval and jeopardize his chances for an eventual cure. Therefore, from a recreation standpoint, *it is essential to keep him occupied within the physical range of his ailment.*

**THE CHRONIC PATIENT**—The chronic patient is separated, more or less permanently, from his family and community, and must be compensated for these losses. It is the function of recreation to make this patient feel useful and wanted again, not only for his own sake, but to make him more cooperative towards the members of the hospital staff.

*The less time the chronic patient has to dwell on his illness and confinement, the less will be his worry, the fewer his complaints, and the greater his cooperation with fellow patients and staff.*

**THE NEUROPSYCHIATRIC PATIENT**—This patient is usually hospitalized because, unable to adjust to the world of reality, he has retreated to another world of his own making. Here the function of recreation is to help entice the patient back to the real world by encouraging him to: enter group activities and thus re-establish contact with his surround-

ings; arrive at a better understanding of the nature of a group and how to get along with it; find self-expression and, if possible, a normal creative urge. *Recreation can be of enormous assistance to the neuropsychiatric patient in re-channeling his energies toward constructive and healthful mental and physical outlets.*

**THE LONG-TERM PATIENT**—The long-term patient differs from the chronic patient in that there is a definite, foreseeable limit to the period of his hospital expectancy. A patient with a broken leg, who knows that he will leave when the limb is fully mended, is a long-term patient. One with a permanent injury to his spine is a chronic patient.

Recreation is the morale builder for the long-term patient. It affords him opportunities of occupying his time with interesting and entertaining activities. It also prepares him physically and emotionally for his return to out-of-hospital living. *Recreation plays a definite role in the adjustment of the long-term patient to his situation and the subsequent speeding-up of his recovery.*

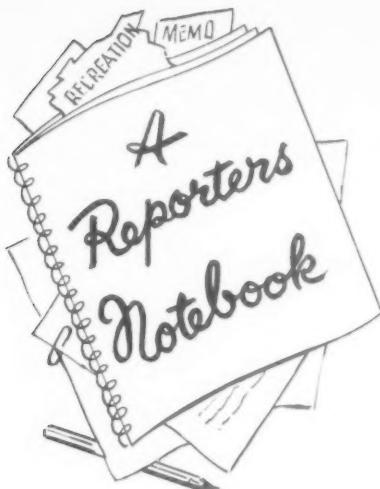
**THE CHILD PATIENT**—The child has a particular need for happy and healthful play activity when confined by illness or injury. He often suffers an emotional shock when first hospitalized—a feeling of being cut off from his normal world.

The problem here is to provide warmth and understanding to replace loss of the love and security of the child's home environment, and to alleviate his natural fear of the hospital. *Games and toys can be as valuable as an added medicine to a child. It is up to you to make it GOOD medicine!*

**THE PATIENT UNDERGOING REHABILITATION**—Rehabilitation is the restoration of the handicapped to the fullest physical, mental, social, vocational and economic usefulness of which they are capable.

Recreation for the rehabilitation patient has important resocialization aspects. The patient spends his time re-learning the process of group living, and is taught how to get the maximum out of the physical abilities remaining to him. This work is strenuous and often discouraging to the patient at the outset. Therefore, recreation should strive to: relax the patient after his exhausting day with the re-learning process; counteract the discouragements resulting from this process; provide him with new and healthful interests both for his stay in the hospital and for his return to the community. *Recreation can assist the rehabilitation patient immensely in overcoming his self-consciousness and his fear of mixing with people both inside and outside the hospital community.*

**AUTHOR** is Consultant for Recreation Rehabilitation Services, Institute of Physical Medicine and Rehabilitation, Goldwater Memorial and Bellevue Hospitals, New York City.



### Senior Citizen Activity

Membership in the Golden Age Club of Greenville, Pennsylvania, has increased from fifty-one on December 19, 1951, to over three hundred and fifty, and attendance at each of the club's two monthly meetings averages two hundred and twenty. On the third Saturday of each month the meeting is a birthday party, honoring all members whose birthdays have occurred during the month. The local radio station sends an engineer to record the program for re-broadcast on Sunday afternoon. Featured on the programs are monthly hobby exhibits and a volunteer orchestra, whose leader is eighty years old.

### City Park Improvements

The Columbus, Ohio, Metropolitan Park Board is endeavoring to suit the city's parks to the needs of the public. As a result of requests for permission to hold council fires in the parks, the board has constructed a "council ring" in a secluded spot in Blendon Woods. The circular stone fireplace is four feet in diameter and surrounded by inner and outer rows of log seats, anchored to the ground—twenty and thirty-two feet in diameter, seating twenty-five and fifty people, respectively. Because a barred owl hooted impressively when the first fire was kindled, the new facility has been named "Barred Owl Council Ring." It is avail-

able for use by reservation only, and adult supervision of children's groups using the ring is required.

After careful consideration, the board is permitting groups to make advance reservations for certain facilities, specifically large picnic areas. Most picnic tables have been anchored to the ground. Construction of one hundred and twenty-five new tables is planned, including several extra-long twenty-foot tables for large groups. This is an experiment, as the six- and eight-foot tables are the popular and standard sizes. Barbecue pit-type stoves for group and family use are also being considered.

### "Save—It's Your Future"

This slogan will be used in celebrating the thirty-sixth annual National Thrift Week, January 17 to 23, 1953. Program materials may be obtained through local thrift institutions which are members of the National Thrift Committee, or from the committee itself—121 West Wacker Drive, Chicago. In previous years, outstanding local celebrations have been promoted by committee members in Tulsa, Minneapolis, Atlanta, Salt Lake City and other communities.

One specific type of saving is highlighted in the fall issue of the *School Savings Journal*, published by the United States Savings Bonds Division, Treasury Department, which outlines recent changes and improvements in Series E Defense Bonds. Free material is described which, although primarily for the use of teachers and school classes, might be utilized by leaders in a thrift program. A new handbook, *Teaching Thrift Through School Savings*, is available from local state savings bonds offices.

### A Triumph for Cooperation

The success of the third annual International Square Dance Festival, held in Chicago on November 8, was attributed to the smoothness with which its sponsors worked together and with the recreation leaders of the interested colleges and midwestern cities. And the spirit of fellowship, which was the keynote of the festival, was a direct result of the five pre-festival dances.

These were an innovation in 1952, introduced by the Chicago Area Callers Association, in cooperation with the Chicago Park District. Admission to the dances was free to out-of-town visitors, and visiting callers were invited to do most of the calling. Chicago Park District's Walter Roy, general chairman, reported a total attendance at the festival of more than six thousand persons, only one thousand of whom were "spectators only." As many as twenty-five hundred dancers filled the three halls of the International Amphitheater at once.

### Random Notes

The recreation department of *Austin, Texas*, is celebrating its twenty-fifth anniversary this year. . . . Extra-long twenty-four-foot picnic tables are proving popular in public parks in *Miami, Florida*. Two are used in conjunction with an especially designed barbecue pit in Crandon Park, available to large groups by reservation and subject to a service fee. . . . Off-season classes of sports instruction are conducted in *Wellesley, Massachusetts*, so that beginners may learn the fundamentals before a season starts. Indoor ski classes, using sawdust or borax, were started about November 1, and tennis clinics start this month. . . . The *Louisiana State Park and Recreation Commission* was established by legislative action and approved by the governor of the state in July, 1952.

### Operation Flash Bulb

Armed with cameras, film and flash bulbs, photo-teams of members of the *Toledo, Ohio's Local Twelve, UAW-CIO, Camera Club* took off recently on a novel scavenger hunt. The goal was completed eight-by-ten enlargements of six assignment shots by 10:30 P.M. The subjects assigned were an Aero Willys in a gas station, a man in navy uniform, a man fishing, a canoe ride and an old fashioned barber pole. The club meets every Monday and recently sponsored a two hundred dollar prize photo contest, with subject matter restricted to the local's own activities. (How about trying this out on your group of camera fiends? It sounds like fun.—Ed.)

# What the People Think

(Sheet given to leaders at last staff meeting of summer)

- 1—Did the training periods adequately meet the specific needs of you as a leader? Give reasons for your answer.
- 2—which activities do you think need more supervisory help?
- 3—Of what value did you find music in your program?
- 4—List five activities which took place, according to their popularity.
- 5—Which age group made up your largest attendance this summer?
- 6—Which craft activities were most popular on your playground?
- 7—What equipment was needed for your program this summer and not made available to you?
- 8—Of what value did you find registration cards?
- 9—How many of the parents of your children did you meet?
- 10—if there was any criticism of your program, what was the chief one?
- 11—Do you think your playground program was varied enough to hold the interest of *all* the children in attendance?
- 12—in how many events could children use simple costumes?
- 13—How important do you feel the weekly summary of activities is to the development of the program?
- 14—Approximately how many *new* games did you teach this summer?
- 15—Was your program planned to include all ages on your playground? If you left out a group, which one was it?
- 16—What events did you plan and conduct for adults on your playground?
- 17—What are your suggestions for improving the 1953 summer recreation program?
- 18—How would you improve discipline if you worked another summer?
- 19—Have you any suggestions for improving teen activities throughout the summer and winter months?
- 20—What plan did you follow in trying to get children to come to your playground who had never been there before?
- 21—Would you like to work (check below)
  1. Next summer
  2. An evening for part-time recreation
  3. After school for part-time recreation
  4. Check activities which would interest you  
.....sports .....social recreation .....drama  
.....craft .....square dancing .....tiny tot activities  
.....games .....music
- 22—Do you want to make recreation your career? Write to the National Recreation Association for pamphlet, *Recreation—A New Profession in a Changing World*. It's free!

Mary Lowe Smith

HAVING repeatedly seen in RECREATION magazine and in the *Summer Playground Notebook* suggestions on evaluation of the recreation program by parents and children (see *Leadership Evaluation—A Check List*, §25, National Recreation Association, —Ed.), we thought we might try it this summer in a small way. At least the attempt was not a complete failure because we made both youth and parents feel we cared what they thought.

For the parents we used:  
How do you feel about the summer recreation program?

1. Do you feel that your children benefited by the playground program? "Yes"—100 per cent.

2. Have your children learned anything new and good? "Yes"—100 per cent.

3. Do your children get along better with other children? "Yes"—97.5 per cent.

4. Do your children play at home any games learned on the playground? "Yes"—90 per cent.

5. What new activities would you like your child to have next summer?

*Satisfied with the program as it was*—67.5 per cent. There were 32.5 per cent who wanted some of the following activities:

Swimming on the playground

MRS. MARY LOWE SMITH, program director of the recreation commission of Frederick, Maryland for ten years.

Special leader for tiny tots on grounds where all ages attend  
More swings for tiny tots and for older children

Weaving and more sewing  
Children taught to plait rugs  
A merry-go-round and jungle gym  
More dancing and singing  
More sports activities

Two-thirds of the questionnaires given out were returned. We tried to keep the number given out down to a minimum because the leaders were so busy with other activities.

For the youth we used:

1. Did you have fun? "Yes"—99 per cent.

2. Did you make anything in crafts? "Yes"—92 per cent.

3. Did you learn five new games? "Yes"—70 per cent. (The other 30 per cent were made up from a playground where the leaders were a bit on the weak side.)

4. Did you learn three new songs? "Yes"—54 per cent. (Here is something on which we must work next summer!)

5. Did you play in the rhythm band? "Yes"—67 per cent. (This was a good percentage.)

6. Did you learn any new dances? "Yes"—56 per cent. (This we felt resulted from the fact we taught some dances the children had learned in school.)

7. At home do you play any of the games you learned on the playground? "Yes"—75 per cent. (This we felt was very gratifying.)

8. Did you like the playground leaders? "Yes"—97 per cent. (The leaders collected the papers so—maybe the children weren't honest about it.)

9. What would you like to do next summer that you didn't do this summer? *Satisfied with the program as it was*—40 per cent. There were 51 per cent who wanted some of the following activities:

More girls' softball teams  
Free swimming pools  
Swimming lessons  
Suit making  
Weaving classes  
Dancing

More boys' softball (We had a teen-age league and a midget league.)

More singing  
Painting on glass (Most playgrounds did some of this.)

Modeling  
A baseball team (We are not permitted to have hard ball on playgrounds.)

Making rag dolls  
More plays (This can certainly be corrected.)

A wading pool  
A swimming party  
A man instructor (How we would like to find some men, God bless 'em, but our salaries are too low.)

More paddle tennis  
More square dancing  
Straw rides

In summary we might say, from these requests, that we are not doing too good a job with the teen-agers, with dramatics, nor with music.

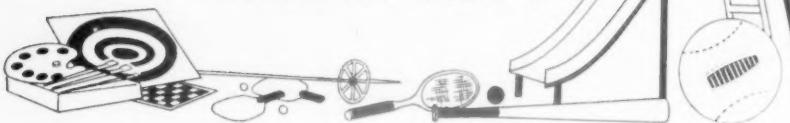
We changed the questionnaire for youth a bit from the one published in the *Summer Notebook* because some of the above information was vital to our planning for 1953.

## NRA 1953 DISTRICT CONFERENCE SCHEDULE

District	Location	Hotel	Dates	DR
Pacific Southwest Co-sponsored by California Recreation Com- mission and California Rec- reation Society.	Long Beach, California	Wilton	February 10-13	Rodney
Southeast	Macon, Georgia	Dempsey	March 11-13	Van Fleet
Middle Atlantic (including New York State)	Buck Hill Falls, Pennsylvania	The Inn	March 18-21	Faust—Westgate
Great Lakes	Fort Wayne, Indiana	Van Orman	April 8, 9, 10	Collier—Horney
Midwest	Omaha, Nebraska	Paxton	April 8-11	Todd—Lathrop
Southwest	Austin, Texas	Driskill	April 9-11	Van Arsdale
Pacific Northwest	Great Falls, Montana	To be announced	April 13-15	Shumard
Southern	Mammoth Cave, Kentucky	Mammoth Cave	April 29-May 2	Preece
New England	Newport, Rhode Island	Viking	May 12-15	Hainsworth

# Recreation

## MARKET NEWS



### Rex-Glo

Rex-Glo lace, the craftstrip that glows in the dark, was introduced at the National Recreation Congress exhibit at the Olympic Hotel, Seattle, Washington.

Rex-Glo is a development of the Rex Corporation, and the new craft lace was greeted with enthusiastic approval by recreation leaders attending the congress. Mr. Cy Vaughn, craft expert of the corporation, demonstrated the use of Rex Lace, Rex Cord and Rex-Glo at the booth during the congress, and is available for demonstrations before interested groups throughout the country. Requests for demonstrations, further information, catalog sheets, prices on products, should be addressed to the Rex Corporation, Hayward Road, West Acton, Massachusetts.



### Glare-Out

A new product which makes it easy and inexpensive to coat windows and skylights with a clear, transparent blue-green tint to increase visual comfort is now available. This new product can be sprayed or rolled on windows or skylights to cut down heat and glare from the sun. Where formerly an expensive tinted glass installation was required, Glare-Out can now be used easily and inexpensively.

It is permanent and will not peel, chip or wash off, so that the tinted windows may be safely washed in the ordinary way. One gallon covers up to four hundred square feet and can be put on with a spray gun or mohair paint roller. The use of a paint roller creates an attractive mottled effect.

Glare-Out is available only in gallon cans and costs \$9.95 per gallon.

Additional information may be obtained by writing to the manufacturer, Fade-Proof Corporation of America, 3520 North Spaulding Avenue, Chicago 18, Illinois.

### TIPS FROM OUR READERS

#### Getting Them Home Safely

"Get home safely." How often have you said these words to groups of children leaving the recreation center after an evening's activity. We hope they get home without mishaps; and efforts should be encouraged to reduce accidents for these youngsters. Bicycle riding is a major form of transportation for boys and girls. A bike safety program thus assumes greater importance in our efforts to reduce accidents.

Anyone who has ever driven an automobile has gone through the harrowing experience at least once, and probably many times, of having to swerve sharply or jam on the brakes when a bicyclist riding without lights or reflectors looms up in the car's path. It has been said that it is difficult to put experienced heads on youngsters and it is perhaps too much to expect them to realize the danger of pedaling their bikes on busy city streets or on the highway at night without lights.

With all the safety campaigns that are waged constantly, we often won-

der why there hasn't been more emphasis on bicycle safety measures. As part of its bicycle safety program, members of the recreation staff of the Union City, New Jersey, Board of Education organized a "Lite-A-Bike" campaign. More than 260 school students brought their two-wheelers to Roosevelt Schoolyard to be equipped with Scotch-Lite, a reflecting tape, which is visible as much as a quarter of a mile away when pin-pointed by an auto's light.

Lt. Barney Halloran, operator of the police department's "Voice of Safety" car and director of the Union City school safety patrols, cooperated by instructing the children in safe bi-



cycle riding procedures and the city laws for bicycles. The students then applied the tape to their bikes. The material was put on the front forks, handle-bars, and front and rear fenders. Thus the bike became visible to the motorist when the headlights reflected light back to him. He had plenty of time to slow down and avoid a collision with the bike and rider.

Cost of the project is inexpensive. A fifty-foot roll costs \$9.30—about ten cents per bike.

The "Lite-A-Bike" campaign can aid in the recreation program, not only from the publicity the department receives, but in providing a worthwhile project which aids in our safety program. Getting them home safely should be seriously considered by recreation leaders.

HAROLD HAINFIELD,  
*Department of Education,  
Roosevelt School, Union  
City, New Jersey.*

# Listening and Viewing

## Aids to Drama Program

Produced by the National Film Board of Canada, with technical advice from the Physical Fitness Division,\* Department of National Health and Welfare, Ottawa, *Curtain Time* is a 16mm, thirty-minute, black and white, sound film of interest to community groups or leaders planning an amateur theatrical program. The film carries the action through casting, construction of scenery, rehearsals, costuming, make-up, the performance itself, details of ticket sales and programs and final arrangements when the performance is over. Distributed by Encyclopaedia Britannica Films, Incorporated, Wilmette, Illinois; rental for three days (film discussion guide included) is \$5.50 plus shipping costs.

Produced by the same source are two film strips, *Simplified Staging* and *Simplified Stage Lighting*, each with manual, \$5.00 each. Distributed by The Stanley Bowmar Company, 513 West 166th Street, New York 32. This company lists, in a special leaflet, additional teaching and reference materials in the theatre and dramatic arts fields, featuring filmstrips and slides. Available on request.

Other filmstrips, slides, records and audio-visual equipment are described in the company's catalogue, *Aids to Visual Education*, available with a 1952-53 supplement, which is a valuable reference source for educational filmstrips on many subjects.

Amateurs and professionals alike will be interested in an experimental series of three-hour, Saturday afternoon programs which will be presented by WNBC beginning on January 3. The dramatizations and musical interludes which will make up the programs for four weeks were originally carried by the British Broadcasting Corporation's radio network. A complete performance of *The Lady's Not for Burning* and a discussion of the contemporary theatre by the play's author, Christopher Fry; *Twelfth Night* and a discussion of Shake-

\* See "First Steps in Producing a Play," on page 405, December RECREATION.

speare's plays by Alec Guinness; Mozart's *Don Giovanni*; and *The Beggar's Opera* will be presented.

## TV Note

Announcement has been made by the American Telephone and Telegraph Company, owner of the microwave and co-axial cable, that Frank Capra, well-known Hollywood film director, has been signed to produce a series of thirteen one-hour, semi-documentary science films for television. The first film of the series, *The Sun*, will be released in the fall. The moon and other celestial bodies will be the subjects of following films.

## Radio Program for Teen-Agers

One of the most successful of local radio programs produced by a recreation department goes on the air every Saturday morning from the recreation center in *Baton Rouge, Louisiana*. The master of ceremonies is "Raven" Dave, local WIBR disc jockey. "Teen-Town Rally in Dave's Alley" is built around the amateur talent of teenagers and attracts a "live" audience of between two and three hundred teenagers for each hour-long broadcast. Any local youngster with talent can get on the program by getting in touch with the recreation department. The Recreation and Park Commission and the master of ceremonies have devoted time and effort to arranging novel events and obtaining guest artists of special interest to teen-agers. Top radio stars, prominent sports figures, well-known "jive" bands, and even a young lady who hypnotized the master of ceremonies, have appeared on the programs. Free courses in voice training have been offered to any amateur vocalist winning a weekly contest. Convincing proof of the radio show's value as a public service program, and of its popularity with the radio audience, was demonstrated when, after several months, it acquired a sponsor—a local bakery. Recently, a half-hour of the program has been sponsored by a local merchant to present a style show which has drawn over-flow audiences.

# Recreation REPRINTS

The following articles which have appeared in RECREATION are available:

COMMUNITY RECREATION CENTER QUIZ, *October and November, 1945*—\$25

FRIENDS THROUGH RECREATION, *January and February, 1946*—\$25

SPACE FOR PLAY, *Harold L. Ickes, July 1946*—\$10

RECREATION GUIDANCE, *S. R. Laycock, November 1946*—\$10

STUDY FOR THE DEVELOPMENT OF A NEIGHBORHOOD PLAYGROUND, *April 1948*—\$15

STANDARDS FOR MUNICIPAL RECREATION AREAS, *George D. Butler, July and August, 1948*—\$50

RECREATION AND THE SMALL COMMUNITY—*Suggestions for Organizing the Program for It, September, 1948*—Free

SCHOOL GROUNDS DESIGNED FOR COMMUNITY USE, *George D. Butler, January 1949*—\$15

THE GROUP WORKER IN THE RECREATION CENTER, *Dr. Grace L. Coyle, March 1951*—\$10

AMERICAN MUSIC FOR MUSIC WEEK, *Dr. Philip Gordon, January 1952*—\$10

BLACKTOP FOR APPARATUS AREAS? *April 1952*—\$10

PHOTOGRAPHY IN THE RECREATION PROGRAM (P 110), *Irma Webber, April, May, June, 1952*—\$50

RECREATION SALARIES (P 69), *September 1952*—\$35

ARE HIGHLY COMPETITIVE SPORTS DESIRABLE FOR JUNIORS (P 164), *December 1952*—\$15

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## On the Campus

Betty W. Jacob

### International Note

At the end of the fall term, Mr. Marshall L. Walters, professor of physical education and director of the YMCA majors at Springfield College, will join the staff of the International Committee of the YMCA. His primary responsibilities will be in Mexico, where he will organize a special educational program in administration and physical education at the University of Mexico. He will serve as special consultant in sports and physical education for the Mexican YMCA and the Mexican government. The move was effected through the efforts of a Springfield College graduate, Enrique C. Aguirre, now president of the Mexican YMCA. Mr. Walters hopes to work out a student exchange program, and to experiment with extension Springfield College courses in Mexico. He will also train officials for the coming Central American games in 1954.

### RECREATION Magazine Honored

The editors of the 1953 *Farewell and Hail*, the Austin Peay State College (Clarksville, Tennessee) annual, have requested one of the magazine's covers for use with others in carrying out their book's theme for this year. The college offers one course in community recreation, and sponsors a campus-wide recreation program under a social committee.

### New Recreation Course

George Washington University, Departments of Physical Education for Men and Women, has announced a course in recreation, to be led by Mr. Milo F. Christiansen, superintendent of the District of Columbia recreation department. The course is designed to give actual skills training to professional recreation leaders and to indi-

viduals who wish to serve as volunteers in recreation fields.

### Local News Items

From the *Physical Education Alumni Newsletter*, published by the School of Physical Education and Athletics of Pennsylvania State College, comes news that the students who graduated in the recreation curriculum last June have received the following appointments: *Patricia Barfield*, assistant director and supervisor of girls' activities, recreation commission, Easton, Pennsylvania; *Donald M. Cook*, recreation director, Carlisle, Pennsylvania, on military leave; *Naomi R. O'Neil*, assistant director, community centre, recreation department, Pittsburgh, Pennsylvania; *Hope Powell*, in charge of Y teen and camping, YWCA, Grand Rapids, Michigan; *Mary L. Transue*, camp and program director, YWCA, Washington, Pennsylvania; *Marilyn Williams*, instructor in recreation and rural recreation specialist, University of New Hampshire.

Recipient of a Master of Science degree in recreation in 1952, was *Francis Hartzell*, who is director of recreation in Chambersburg, Pennsylvania. Mr. Hartzell is the author of "At Peace with Yourself," which appeared in RECREATION, November, 1951.

A third *Newsletter* note concerns still another RECREATION author—*Joel C. Holiber*, who wrote "It's a Cold Day for Hiking," January, 1952. Mr. Holiber has been appointed assistant in the School of Physical Education and Athletics. He was also one of three persons named to represent the School of Physical Education on the Graduate Students' Council, plans for which were outlined in September, at the first Graduate School convocation at Penn State.

\* \* \*

*Won't you send us your local notes? Personal items and news of recreation curriculum activities on your campus.*

MRS. JACOB is secretary of the editorial department, RECREATION magazine,

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## Books Received

BLOCK PRINTING ON FABRICS, Florence Harvey Pettit. Hastings House, Incorporated, New York. \$5.00.

CHILD AND HIS PLAY, THE, Hazel Kepler. Funk & Wagnalls Company, New York. \$3.75.

CHILD PSYCHOTHERAPY, S. R. Slavson. Columbia University Press, New York. \$4.50.

COINOMETRY, Robert V. Masters and Fred Reinfeld. Sterling Publishing Company, Incorporated, New York. Popular edition \$2.50; de luxe edition \$3.50.

CREATIVE DRAMATICS FOR CHILDREN, Frances Caldwell Durland. The Antioch Press, Yellow Springs, Ohio. Cloth \$2.75; paper \$1.50.

FIRST BOOK OF BRIDGE, Alfred Sheinwold. Sterling Publishing Company, New York. \$2.00.

HISTORY OF VALENTINES, A. Ruth Webb Lee. The Studio Publications, Incorporated, New York. \$5.75.

JOHN AND THE CHESS MEN, Helen Weissenstein. David McKay Company, Incorporated, New York. \$2.75.

NEW GAMES FOR 'TWEEN-AGERS, Al-Jan A. MacFarlan. Association Press, New York. \$3.00.

OFFICIAL ALL SPORTS RULE BOOK, THE, edited by H. V. Porter. A. S. Barnes and Company, New York. Paper, \$2.00.

ONE HUNDRED AND ONE BEST GAMES FOR GIRLS, Lillian and Godfrey Frankel. Sterling Publishing Company, New York. \$2.00.

ROBERT MOSES: BUILDER FOR DEMOCRACY, Cleveland Rodgers. Henry Holt and Company, New York. \$6.00.

SING A SONG OF MANNERS, Marion Jollison. Hart Publishing Company, Incorporated, New York. \$2.00.

SOCIAL WELFARE FORUM, 1952. Official Proceedings, 79th Annual Meeting National Conference of Social Work. Columbia University Press, New York. \$4.75.

SPORTS FOR RECREATION, edited by E. D. Mitchell. A. S. Barnes and Company. \$5.00.

STEEPLECHASING, John Hislop and John

Skeaping. E. P. Dutton and Company, Incorporated, New York. \$7.50.

## Pamphlets

ACTION! FOR A BETTER COMMUNITY. National CIO Community Service Committee, 1776 Broadway, New York. \$2.25.

AGATIZED RAINBOWS: A STORY OF THE PETRIFIED FOREST, Harold J. Brodrick. Petrified Forest Museum Association, Holbrook, Arizona. \$2.25, by mail \$3.00.

FIFTY TERRIFIC TRICKS, Joseph P. Todd. Hart Publishing Company, New York. \$5.0.

DOG CARE. Boy Scouts of America, 2 Park Avenue, New York 16. \$2.25.

FRIENDS AROUND THE TOWN, Besse Kranz. Girl Scouts of the U.S.A., 155 East 44th Street, New York 17. \$3.5.

GROUP PROCESSES IN INTERGROUP EDUCATION, Jean D. Grambs. The National Conference of Christians and Jews, 381 Fourth Avenue, New York. \$2.25.

ICE HOCKEY. Amateur Hockey Association of the United States, New York. \$1.00.

IT'S YOUR HOSPITAL AND YOUR LIFE, Lucy Freeman. Public Affairs Committee, Incorporated, 22 East 38th Street, New York 16. \$2.25.

LEGEND OF THE NAHA STONE, THE, translated by Reverend Stephen Desha, Sr. Hawaii Natural History Association, Hawaii National Park, Hawaii. \$2.5.

MUNICIPAL LIABILITY INSURANCE AS IT APPLIES TO PROGRAMMES OF RECREATION. Community Programmes Branch, 206 Huron Street, Toronto.

NEVADA STORIES IN PICTURES, Hamilton A. and An L. Higbie. Silver State Press, Incorporated, Reno, Nevada. \$1.50.

PARTY IDEAS, Nina and Irene Sackett, 204 West Newark Street, Ithaca, Michigan. \$2.50.

PUBLIC RELATIONS FOR GOVERNMENT EMPLOYEES: AN ACTION PROGRAM, Eleanor S. Ruhl. Civil Service Assembly, 1313 East 60th Street, Chi-

cago 37. \$2.00.

SUFFER LITTLE CHILDREN, Marion Palfi. Oceana Publications, 43 West 16th Street, New York 11. \$1.50.

TRAILSIDE PLANTS OF HAWAII NATIONAL PARK, Douglass H. Hubbard and Vernon R. Bender, Jr. Hawaii Natural History Association. \$2.25.

TRAINING MANUAL, compiled by Forestry and Landscape Division, Department of Parks and Recreation, 1214 Griswold Street, Detroit 26.

VOLCANOES OF HAWAII NATIONAL PARK, Gordon A. Macdonald and Douglass H. Hubbard. Hawaii Natural History Association. \$5.0.

WORKING WIVES AND MOTHERS, Stella B. Applebaum. Public Affairs Committee, Incorporated, 22 East 38th Street, New York 16. \$2.25.

YOUR SAFETY HANDBOOK, Ned H. Dearborn and Bill Andrews. Science Research Associates, Incorporated, Chicago. \$4.0.

## Magazines

JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION, October 1952

Guides for Action—1952-54, Recreation, Ben W. Miller.

Leisure Time Sports for Senior High School, Martin A. Rodgers.

Don't Rush Your Kids, Morty Morris.

Recreation and Local Autonomy, How We Do It.

November 1952

Football Belongs in College, Thomas F. Johnson.

American Sports from the Sidelines, Frederick W. Cozens and Florence Stumpf.

Playground Equipment Maintenance.

AAHPER Recreation Policy Statement, Part I. J. Bertram Kessel.

Recreation As Your Career, Gerald B. Fitzgerald.

PARKS AND RECREATION October, 1952

Origin and Development of Parks, Part I. Chas. E. Doell.

The Human Value of Parks, His Excellency Jean Desy.

The Pursuit of Happiness, Nathan L. Mallison.



### Singing Time

Arranged by Ruth Heller and Walter Goodell. Hall and McCreary Company, Chicago. \$5.0.

This is a collection of one hundred and fifty of the best known and loved songs of our people, with new settings. The addition of such features as descants, humming accompaniments, echo and answering effects, and vocal imitations, should make the book especially interesting to the recreation leader. The editors had in mind, particularly, "the rousing community sing, the church get-together, the camp gathering and the little knot around the piano at home," and they have carried out their purpose with taste and discrimination.

All the songs may be sung in unison, but the majority lend themselves also to four-part singing with mixed voices. Included in the collection are folk and home songs of America; songs inherited from other countries; hymns, sacred songs and carols; spirituals; patriotic and national songs; songs by famous composers; bits from minstrels and the Gay Nineties; songs of sentiment, college, fellowship and fun songs.

### Dictionary of Games

J. B. Pick. Philosophical Library, Incorporated, New York. \$4.75.

Here is a unique addition to your games library—a collection of 458 games and how to play them, as selected and played in England! Many of them are familiar, but with English names and variations. Many will be new to you, and will thus add variety to your indoor and outdoor game program.

The book is divided into three major sections. The first contains outdoor games, and is sub-divided into "in-

# new Publications

## Covering the Leisure-time Field

formal" games (games of low organization) and "full-dress games" (high-organized games). The latter section contains some fascinating games seldom, if ever, heard of here—bicycle polo, shinty (a Scotch game more violent and exciting than hockey), and Korfball, a basketball-type game that can be played with mixed groups, and which has become the second most popular game (after Association Football) in the Netherlands.

The former includes ball games, "race and romp" games, outdoor tag and tug games, and outdoor tool and toy games, including English variations of marbles, hopscotch, quoits, and some often read about in English novels, such as "Conkers."

The second major section gives the rules and history of many games like basketball, badminton, water polo, rackets, and so on, and includes a special section on gymnasium games, including ball games, "romp and remainder" games and tag games.

The section on indoor games includes many of the card games (even Canasta) variations of dice, domino and dart games, parlour games, pencil and paper games and word games.

The background material given is very interesting, and the collection is written in a good-natured, informal style. The book is a nice size and attractively bound. You'll like it!—*Virginia Musselman*, Program Service, National Recreation Association.

### Party Fun for Boys and Girls

Lillian S. Graham and Marjorie Wackerbarth. Prentice-Hall, Incorporated, New York. \$2.95.

A real find, this party book! First, because it's fun to read. Second, because it's practical! Yes, all these parties have been tested. And they are nicely organized—parties for small fry,

for girls, for boys (even roughnecks) and parties for special holidays.

The last section of the book has short but well-prepared chapters on backyard play, travel games, picnic fun for family groups, play activities for the sick child and other phases of home play.

Excellent for parents, and full of good ideas for recreation leaders looking for good party ideas for clubs, or other groups of youngsters.

### Handbook for Teaching Piano Classes

Prepared by the Piano Instruction Committee, Music Educators National Conference, Chicago, 1952. \$1.50.

This little paper covered book of eighty-eight pages was prepared for the use of schools; but it also presents numerous points of value to the recreation leader who is considering the introduction of group music instruction for young people or adults. Chapters on preparation of the teacher, classroom equipment, care of the piano and evaluation of teaching materials should be especially useful. In a lesser degree the chapters devoted to levels of achievement for different age groups should be of service, too, since they can be adapted to the needs of non-school pupils. The book includes a comprehensive list of colleges and conservatories in all parts of the country which now offer, or are planning to offer, courses in class piano instruction and class piano methods. One of the eleven illustrations shows a group of school principals, supervisors and teachers participating with the students in a summer school piano class at the University of Houston, Houston, Texas.—*Gertrude Borchard*, Correspondence and Consultation Service, National Recreation Association.

# COMING EVENTS

1953

"These are the times when what we do today will make tomorrow. On the shoulders of today, tomorrow is borne. Yes, on your shoulders—you who lead, you who give, conscious of the confusion and guilt of today—is borne the child of tomorrow, free to work, free to speak, sing and dance, free to learn and free to join with others for the good of all. Upon your shoulders, then, the new world is lifted . . . by you who have so much to teach, so much to give."—From the 39th Annual Report of Greenwich House, New York City.

## JANUARY

Start the New Year right. Circle the important dates on your calendar so that you won't forget them. Be sure to include the date to renew your RECREATION subscription or National Recreation Association membership and the 1953 National Recreation Congress which will be held September 28—October 2.

<b>1</b>	<b>New Year's Day</b>	Check the resolutions in this issue on pages 462-3 before you make your own.
<b>2-21</b>	<b>March of Dimes</b>	<i>You Can Help—Join the March of Dimes.</i>
<b>6</b>	<b>Twelfth Night</b>	Have you planned a "Burning of the Greens" ceremony? See December RECREATION, page 420.
<b>13</b>	<b>Stephen Foster Memorial Day</b>	Plan a program of Stephen Foster music.
<b>17-23</b>	<b>National Thrift Week</b>	<i>Save—It's Your Future.</i> Check your budget. Plan your spending wisely.
<b>20</b>	<b>Inauguration Day</b>	It is appropriate to give consideration to the meaning of the Presidency—if you have a television set in your center, make this important ceremony available to your members.
<b>24</b>	<b>Gold discovered in California (1848)</b>	How about a Gold Miner's Frolic?
<b>25-Feb. 1</b>	<b>National YMCA Week</b>	Enlist volunteer leaders.

## FEBRUARY

Start early to plan some gala events for this month of many gay holidays and patriotic events. Set up a corner somewhere in your center where the nimble-fingered can make their own Valentines; use your bulletin boards and display cases extensively to keep people aware of their great American heritage.

<b>1</b>	<b>National Freedom Day</b>	"Those who deny freedom to others deserve it not for themselves and under a just God cannot long retain it."—Abraham Lincoln.
<b>2</b>	<b>Ground Hog Day</b>	Will the ground hog see his shadow? Try some shadow puppets with your junior groups.
<b>7</b>	<b>Babe Ruth's Birthday</b>	Start your plans for the baseball season early. A good baseball quiz will make a hit with boys' groups.
<b>7-13</b>	<b>National Boy Scout Week</b>	<i>The Scout Family—All Scouts.</i>
<b>8-14</b>	<b>American Heart Week</b>	<i>Help Your Heart Fund Help Your Heart.</i>
<b>11</b>	<b>Thomas Edison's Birthday</b>	Plan a special interest bulletin board or exhibit featuring inventions, biographical notes, quotations of this man who contributed so much to our leisure and recreation.
<b>12</b>	<b>Abraham Lincoln's Birthday</b>	An occasion for a commemorative celebration in honor of this great and beloved humanist.
<b>12-22</b>	<b>Americanism Week</b>	Reaffirm American ideals in this period between the birthdays of two of our greatest American statesmen.
<b>14</b>	<b>Valentine's Day</b>	Hearts and cupids, gay parties and sweetheart contests are the order of the day.
<b>15-22</b>	<b>Brotherhood Week</b>	"We have committed the golden rule to memory; let us now commit it to life."—Edwin Markham.
<b>17</b>	<b>Mardi Gras</b>	Carnivals and costume balls mark this pre-Lenten celebration.
<b>22</b>	<b>George Washington's Birthday</b>	A legal holiday, widely observed, the birthday of the father of our country calls for dignified observances.

## MARCH

The month of the Lion and the Lamb. Get out all that outdoor equipment to be sure it's in working order—it won't be long now!

<b>1-31</b>	<b>International Theater Month</b>	<i>The Theater Serves International Understanding.</i> See page 487 of this issue for program ideas.
<b>1-31</b>	<b>Red Cross Fund Drive</b>	By Presidential proclamation, a time set for collection of funds to promote Red Cross services.
<b>8</b>	<b>Joseph Lee's Birthday</b>	This is not National Joseph Lee Day, which is celebrated July 7, but let us pause to remember him.
<b>12-19</b>	<b>Girl Scout Week</b>	<i>Girl Scouts—A Growing Force for Freedom.</i>
<b>15-23</b>	<b>Camp Fire Girls Birthday Week</b>	<i>Down to Earth.</i>
<b>17</b>	<b>St. Patrick's Day</b>	A party occasion, of course, and with the wealth of folk lore and tradition surrounding this day it is easy to plan a good, lively celebration.
<b>20</b>	<b>First Day of Spring</b>	It will soon be time to move your activities out of doors. Have you planned your spring program?

# Recreation Leadership Courses

Sponsored by the National Recreation Association  
and  
Local Recreation Agencies

## January, February and March 1953

HELEN M. DAUNCEY Social Recreation	Flint, Michigan January 5-6	Henry A. Lacy, Chairman, Program Committees, P.O. Box 4746, The Michigan Association of Children's Institutions, Detroit
	Lansing, Michigan January 7-8	Henry A. Lacy, Chairman, Program Committees, P.O. Box 4746, The Michigan Association of Children's Institutions, Detroit
	Detroit, Michigan January 12-13	Henry A. Lacy, Chairman, Program Committees, P.O. Box 4746, The Michigan Association of Children's Institutions
	State of North Carolina January 19 - February 5	James S. Stevens, Jr., Acting Director of North Carolina Recreation Commission, Education Building Annex, Room 134, Raleigh
ANNE LIVINGSTON Social Recreation	Salisbury, North Carolina (tentative) March 2-5	Miss Dorothy Morefield, Program Director, Community Building, P.O. Box 453
	Greensboro, North Carolina (tentative) March 16-19	Miss Mabel Smith, Recreation Department
MILDRED SCANLON Social Recreation	Double Springs, Alabama January 12-15	C. B. Campbell, County Board of Education
	Guntersville, Alabama January 12-15	M. G. Rains, County Board of Education
	Rockford, Alabama January 19-22	Hubert L. Street, County Board of Education
	Chatom, Alabama January 2-29	T. B. Pearson, County Board of Education
	Winston-Salem, North Carolina February 2-5	Loyd B. Hathaway, Superintendent of Recreation, Department of Recreation
	Greenville, Pennsylvania February 9-13	Dunham V. Reinig, Director, Greenville Recreation Association
	Oak Park, Illinois (tentative) March 10-14	Miss Lilly Ruth Hansen, Acting Director of Recreation, Lake Street and Taylor
	Lanett, Alabama March 23-26	Fred W. Caswell, Director Lanett Recreation Department
	Natural Bridge, Virginia March 30-31	L. E. Kibler, Assistant Supervisor Health and Physical Education, Safety and Recreation State Board of Education, Richmond
FRANK STAPLES Arts and Crafts	Chattanooga, Tennessee January 5-15	Francis A. Bishop, Director of Recreation, Department of Public Utilities, Grounds and Buildings
	Chattanooga, Tennessee January 19-29	Francis A. Bishop, Director of Recreation, Department of Public Utilities, Grounds and Buildings
	Paducah, Kentucky (tentative) February 2-12	S. R. Dunn, Director McCracken County Recreation Association
	Louisville, Kentucky February 16-26	Kirby M. Stoll, Special Activities Supervisor, Department of Public Parks and Recreation, Central Park
GRACE WALKER Creative Recreation	Ames, Iowa February 16-19	Mrs. Elizabeth Kiser, Extension Associate in Recreation, Iowa State College of Agriculture.
	Minneapolis, Minnesota February 20-26	Mrs. Helen Parker Mudgett, Ass't Professor of Intercultural Edu- cation, University of Minnesota.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsors of the course as listed above.

**RECREATION**

315 Fourth Ave., New York 10, N. Y.

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**Sgt. 1st Class  
Einar H. Ingman  
U.S. Army  
Medal of Honor**



"The sergeant charged alone . . ."

**T**HE REDS IN AMBUSH on the ridge had lain concealed, withholding their fire. Now they opened up. The two squads were trapped. Their leaders were wounded; others were dropping.

Sergeant Ingman took command. He reorganized the survivors, assigned fields of fire, encouraged the men to fight. A red machine gun opened fire. The sergeant charged it alone, hit it with a grenade.

Then he tackled another gun. A grenade and a burst of fire knocked him down, badly wounded. He got up, reached the gun, and dispatched the entire crew. When his squad reached him, they found Sergeant Ingman unconscious—but 100 of the enemy fleeing in panic.

"Bucking the Communists," says Sergeant Ingman, "takes an awful lot of staying power. The G.I.'s have got it. You have, too, when you invest part of your hard-earned pay *regularly* in U. S. Defense Bonds."

Bonds are first of all a cash saving for you. But they're also back of our country's production power. Which couples up with G. I. fire power to keep the peace for all.

**Peace is for the strong!  
For peace and prosperity save with  
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